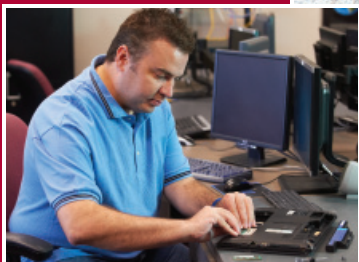
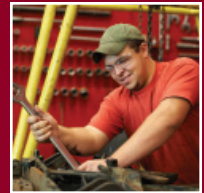




SYSTEMS PORTFOLIO

June 2014

*Academic Quality
Improvement Program*



Acronyms and Abbreviations

ABE: Adult Basic Education	IPEDS: Collection program for the National Center for Education Statistics
ACCT: Association of Community College Trustees	IR: Institutional Research
ADA: Americans with Disabilities Act	IT: Information Technology Department
AEFLA: Adult Education and Family Literacy Act	ITV: Interactive Television; a precursor to TelePresence
AEIs: Academic Effectiveness Indicators	LDS: Leadership Development Series
AQIP: Academic Quality Improvement Program	MA: Medical Assistant
ASC: Academic Success Center	MSDS: Material Safety Data Sheet
BI: Business Intelligence	MSSC: Manufacturing Skill Standards Council
Blackboard: The online course management system used by MSTC	MSTC: Mid-State Technical College
BOD: MSTC District Board of Directors	NCLEX: National Council Licensure Examination for Nursing
C.A.S.S.: Campus Activities and Student Senate	Noel-Levitz SSI: Noel-Levitz Student Satisfaction Inventory
CBT: College Brain Trust	QRP: Quality Review Process
CMA: Certified Medical Assistant	PAE: Program Assessment Examination
CoA: Culture of Accountability	PPP: Program Performance Plan
CPL: Credit for Prior Learning	RMA: Registered Medical Assistant
CQIN: Continuous Quality Improvement Network	RT: Respiratory Therapist
CRT: Certified Respiratory Therapist	SDS: Safety Data Sheet
CST: Certified Surgical Technologist	ST: Surgical Technologist
CSPCC: College Strategic Plan Coordinating Committee	SWOT: Strengths, Weaknesses, Opportunities, Threats
DACUM: Developing A CURriculuM process	TS: Targeted Selection
DMI: Districts Mutual Insurance	TSA: Technical Skills Attainment
EAP: Employee Assistance Program	UW: University of Wisconsin
EDC: Employee Development Center	VPAA: Vice President of Academic Affairs
ELT: Education Learning Team	VPF: Vice President of Finance
EMS: Emergency Medical Service	VPSA: Vice President of Student Affairs
EMSI: Economic Modeling Specialists International	WAT: Workforce Advancement Training
FRC: Faculty Resource Center	WI-DPI: Wisconsin Department of Public Instruction
FTE: Full-Time Equivalency	WIDS: Worldwide Instructional Design System
FY: Fiscal Year (Twelve-month period beginning July 1 and ending June 30)	WILM: Data warehousing and reporting consortium of three Wisconsin technical colleges (Wisconsin Indianhead, Lakeshore, and Mid-State)
GASB: Government Accounting Standards Board	WLDI: Wisconsin Leadership Development Institute
GHS: Globally Harmonized System	WTCS: Wisconsin Technical College System (Composed of sixteen (16) technical colleges throughout the state)
Haz-Com: Hazard Communication Standard	WTCDBA: Wisconsin Technical College District Boards Association
HLC: Higher Learning Commission; Accrediting body through the North Central Association	WTCSB: Wisconsin Technical College System Board
HR: Human Resources Department	
IP: In Progress	

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Institutional Overview

Mid-State Technical College (MSTC), a rural multi-campus technical college located in central Wisconsin, embraces its Mission, “transforming lives through the power of teaching and learning.” We are student-focused, community-based, and an active leader in development of central Wisconsin’s workforce. As a publicly-supported regional two-year college, MSTC is an integral part of the Wisconsin Technical College System (WTCS). The WTCS is comprised of 16 technical colleges, has 370,000 students, and is the largest higher education system in Wisconsin.

MSTC is proud to have served the people of central Wisconsin for 100 years. Our 2,500 square mile district serves a resident population of 165,000 and includes all or parts of eight counties: Adams, Clark, Jackson, Juneau, Marathon, Portage, Waushara, and Wood. We have three campuses, located in Marshfield, Stevens Point, and Wisconsin Rapids, and a learning center in Adams. Stevens Point, our largest community, has a population of nearly 27,000 and is home to our district’s only public four-year institution. The distance between MSTC campuses ranges between 23-32 miles.

We are locally governed by an experienced nine-person board. Board members are appointed by a special committee of County Board Supervisors and serve three-year terms. The MSTC District Board of Directors (BOD) establishes college Strategic Directions, which guide instruction and operations, establish priorities for the college, and help ensure fulfillment of our Mission.

The college’s employees are guided by a set of Core Values. We are convinced that the key to creating a truly great learning organization is an intense focus on the values that guide our actions. Our Core Values of Student Centeredness, Integrity, Exceptional Service, Commitment, Accountability, and Respect collectively influence and inspire student success.

The college is a vital resource for our rural communities. Academic programs are created in response to current and anticipated workforce needs. Nearly 350 employers and employees, representing 225 organizations, serve on our academic program advisory committees to help ensure that graduates have the skills employers need. We continuously improve our program mix to respond to employer need and student demand. MSTC offers more than 100 associate degrees, technical diplomas, and certificates to meet varied educational needs, including 10 programs offered nowhere else in the WTCS.

MSTC student life experiences and circumstances are diverse. We have a student body of 8,400 students, including more than 5,000 program students. The primary reason students attend MSTC is to obtain employment. Students receive financial assistance and juggle the demands of family, work, and school; 45% of our program students are age 25 and older. MSTC students generally live close to an MSTC campus, work full-time, and attend school part-time. The college provides access to programs over a large geographic area through online, hybrid, and TelePresence technology. Small classes and instructor involvement foster success and contribute to the fact that 88% of MSTC graduates are employed within six months of graduation.

CONTINUOUS IMPROVEMENT JOURNEY

The BOD hired a new college president in January 2011. Since that time, MSTC has embraced a number of major continuous improvement strategies. In 2012, MSTC administered its first employee satisfaction survey using the nationally-normed Noel-Levitz survey. This survey was aimed at creating an understanding of what employees think about campus culture, institutional goals, decision making, and the work environment. Employee feedback was heard and acted upon.

Through a participatory collegewide process which began in 2012, employees identified three 2013-15

Key Results, each with metrics. College priorities and department and employee goals were then aligned with these results. This process determined resource allocation for the 2014-15 budget and was done in tandem with implementation of a comprehensive and robust strategic planning process.

In 2012, we engaged employees in discussions about college culture, strengths, and opportunities. Employees identified seven shifts needed to move us to a Culture of Accountability (CoA) and our Key Results. An ongoing employee training program initiated in 2013 focuses on tools to change the culture and empower employees.

In 2013, MSTC embarked upon a comprehensive collegewide strategic planning process to move the college forward and complement the desired cultural shifts. College Brain Trust (CBT), a highly regarded firm specializing in two-year college planning, is facilitating a process that will culminate in fall 2014 with a comprehensive Strategic Plan to meet the needs of MSTC's stakeholders. A 15-member College Strategic Plan Coordinating Committee (CSPCC) was formed to guide the process, provide input and feedback, and serve as a vehicle for communication. This employee committee represents all MSTC instructional program areas and support services. This Strategic Plan will tie to our existing Recruitment Plan, fuel upcoming facility planning, and link to our Strategic Directions and Key Results.

KEY CHALLENGES

MSTC's external key challenges are attributed to economic conditions, aging demographics, and funding. Total employment in the MSTC District has grown by only 2% since 2013, compared to 4% growth throughout the state. Paper manufacturing, a significant component of our district's employer base, has been hard hit by the economic downturn and is slow to recover; this industry has contracted by 31% in our region. This shift has made the college's role in local economic and community development even more critical. While manufacturing employment as a whole has increased slightly from the previous year (3%), nearly 60% of Wood County's manufacturing workforce is 45 years of age or older.

The population within the MSTC region has grown by just 1% since 2001, lagging behind the population growth of Wisconsin (7%). Residents of our district are significantly older than the national average. The wave of baby boomer retirement has begun and is expected to stall the growth of Wisconsin's workforce over the next 25 years. Thirteen counties in central Wisconsin are expected to see the working-age population decline at least 10% by 2040. Wood County is among the hardest hit, with a projected 22.5% loss. Our high school enrollments have also seen a steady decline. Since 2008, the number of high school seniors in the MSTC region declined 15%. Over the next five years, we expect it to drop another 10%. MSTC is examining ways to increase the penetration rate for high school students and seeking more effective ways to attract and serve nontraditional students.

The third area of challenge for the college is the recent shift in state funding. The 2011-13 state budget reduced WTCS state aid by 30%. Legislative action continues to impact WTCS funding in 2014, as a shift from property taxes to state funding goes into effect. For over 100 years Wisconsin technical colleges were primarily locally funded; today we are primarily state funded. Recent legislation also created a performance-based funding model and restricted each college's ability to levy property taxes. These shifts may impact the relationships with and support from local stakeholders and impact the college's capacity to respond to the diverse needs of a rural service area.

MSTC's Key Results were developed in response to the internal challenges of improving student success, organizational effectiveness, and employee engagement. The challenge in student success relates to the recruitment, retention, and graduation of students, including nontraditional and underprepared individuals. Organizational effectiveness and employee engagement are important in a political environment of declining resources. The college has embarked on a holistic process to strengthen its strategic planning and support systems for organizational effectiveness and employee development.

Category 1: Helping Students Learn

MATURITY LEVEL: Systematic

OVERVIEW: Mid-State Technical College (MSTC) has a long-standing commitment to Helping Students Learn, which is emphasized in our Mission, “transforming lives through the power of teaching and learning.” In 2012, we began the process of defining our Key Results (Appendix A). The first Key Result is Student Success, defined as course completion and semester-to-semester retention. Based on our ongoing efforts toward continuous improvement, we believe our maturity is systematic and moving toward aligned.

MSTC’s strengths in Helping Students Learn include a comprehensive model of curriculum design and program development, a strong commitment to faculty development, and robust academic and student support services for underprepared and nontraditional students. In addition, the college continues to dedicate the necessary resources to meet or exceed industry standards for technology and equipment. In order to provide learning opportunities directly connected to development and sustainability of a vibrant workforce, the college establishes and maintains strong relationships with employers (3P4/9P2).

Since 2010, we have purposefully identified and prioritized specific opportunities in the area of Helping Students Learn. Following the 2010 Systems Portfolio feedback, MSTC staff recognized that the 2009 Action Project, Roadmap to Success, was too large in scope for one step. Subsequently, the action project team established priorities, which led to creation of specific enrollment action steps (1P7). The resulting Recruitment Plan was in place for the 2013-14 academic year and continues to guide achievement of the college’s goals for new student enrollment. Through purposeful review and reflection, the Recruitment Plan allows for improvements as necessary to assist students through the enrollment process. Other recent initiatives to support MSTC efforts to be more systematic in Helping Students Learn include:

- Underprepared student initiatives (IP8)
- New Student Specialists formally trained as career coaches (1P6)
- Revision to Smart Start (college orientation) (1P6)
- Expansion of Technical Skills Attainment (TSA) to include a total of 38 college programs
- Noel-Levitz: Retention opportunity analysis
- Revamped Wisconsin Technical College System (WTCS) program approval process (1P3)

PRIORITIES FOR IMPROVEMENT: In fall 2014, MSTC will implement a data-informed process using real-time measures to evaluate associate degree program performance and support decision making. This initiative began with a 2011 Action Project, Program Performance Plan (PPP) (1P4). The PPP will enrich the WTCS-required program review process by utilizing locally-defined measures and processes. Programs will have annual goals that align with academic standards, student success, employment skills, and workforce needs. In order to move from data collection to utilization of data results in institutional decision making that impacts the college’s Key Results, an institutional research and planning position has been funded in the 2014-15 budget.

1P1. How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives?

MSTC developed common (shared) objectives for student learning and development, called Core Abilities (Table 1P1a), through collaboration with internal and external stakeholders. Faculty, who were

involved in development of the Core Abilities, identify and assess core ability indicators in both program and general education courses. MSTC integrates the Core Abilities into the curriculum for all program areas using the Worldwide Instructional Design System (WIDS).

Table 1P1a – Core Abilities and Indicators

Core Ability	Indicator
Act with integrity	<ul style="list-style-type: none"> • learner works and behaves ethically • learner follows established rules, regulations, and policies • learner assumes responsibility for own action • learner resolves conflict effectively • learner displays a positive attitude • learner assumes shared responsibility for collaborative work • learner defines, prioritizes, and completes tasks without direct supervision
Communicate effectively	<ul style="list-style-type: none"> • learner writes and speaks so others can understand • learner interprets nonverbal communication • learner uses proper communications etiquette • learner uses active listening skills • learner applies reading strategies to suit the purpose for reading • learner plans, researches, and edits
Demonstrate effective critical and creative thinking	<ul style="list-style-type: none"> • learner uses a structured problem-solving approach • learner demonstrates open-mindedness • learner organizes information • learner works successfully in a climate of ambiguity and change • learner applies previously acquired knowledge to new tasks • learner applies technology to work processes as warranted
Demonstrate global and social awareness	<ul style="list-style-type: none"> • learner recognizes human differences in order to promote a cooperative work and social environment • learner demonstrates awareness of current world events • learner describes political, economic, and social systems different from one's own • learner summarizes social consequences of prejudice and discrimination

The college utilizes statewide general education courses established jointly by the 16 technical colleges. These courses are aligned to ensure transferability among technical colleges and leverage opportunities for articulation with four-year institutions. All associate degree and technical diploma programs include communication, math and/or science, and social and behavioral sciences courses. With guidance from employers, program faculty and administration select the general education courses which best support and enhance the program’s technical content.

The WIDS model allows faculty to infuse our Core Abilities into general education and discipline-specific instruction. The WIDS model recognizes three performance levels, emphasizing results. The broadest level incorporates exit learning outcomes, which includes Core Abilities (*Core Component 3B*). For state-aligned general education courses, faculty participate cooperatively in the design of “above the line” curriculum. “Below the line” curriculum design is done at the local level by general education faculty (Table 1P1b).

Figure 1P1b – WIDS Model

Above/Below-the-Line Curriculum Development Process					
	Project Stage	Products	Components developed at this stage	Use	Additional Components
Above-the-Line Curriculum Design	Analysis ■ Define High Performance	Program Configuration	✓ Program Information (title, number, level) ✓ Course Configuration (titles, numbers, credits, hours, sequence)	■ Planning ■ Budgeting ■ Scheduling ■ Staffing ■ Marketing	<input type="checkbox"/> Program Outcome Summary <input type="checkbox"/> Course Designs
		Program Outcome Summary	✓ Program Information ✓ Indirect Measures ✓ Exit Learning Outcomes ✓ Course Configuration	■ Documenting program modification for WTCS approval ■ Communication with stakeholders ■ Developing and documenting assessment plan	<input type="checkbox"/> Course Designs
	■ Establish what learners will learn	Course Outcome Summaries	✓ Course Information ✓ Competencies ✓ Performance Standards	■ Basis for designing learning and assessment ■ Communicating performance expectations ■ Planning for facilities and equipment ■ Marketing	<input type="checkbox"/> Course Design Components <input type="checkbox"/> Learning Plans (Learning & Assessment Activities) <input type="checkbox"/> Assessment Tasks <input type="checkbox"/> Learning Objects/Materials <input type="checkbox"/> Syllabus <input type="checkbox"/> Teaching Notes (optional)
Below-the-Line Curriculum Design	Blueprint ■ Develop Assessments ■ Design Learning	Learning Plans Assessment Tasks	✓ Learning Activities ✓ Assessment Activities ✓ Scoring Guides	■ Guiding learning, assessment, and teaching	Course Design Components <input type="checkbox"/> Learning Objects/Materials <input type="checkbox"/> Syllabus <input type="checkbox"/> Teaching Notes (optional)
	Build ■ Create learning and assessment materials and objects	Learning Materials/Objects	✓ Handouts ✓ Practice Guides ✓ Learning Objects	■ Supporting learning	Course Design Components <input type="checkbox"/> Syllabus <input type="checkbox"/> Teaching Notes (optional)
	Deliver (individual teachers)	Syllabus Teaching Notes	✓ Instructor Information ✓ Class-specific Information ✓ Grading Plan ✓ Guidelines for Learning ✓ Schedule	■ Organizing learning ■ Delivering learning	<input type="checkbox"/> Learners <input type="checkbox"/> Teachers

Above-the-Line Components: Often aligned and collaboratively pre-determined to be used by all teachers.

Below-the-Line Components: typically controlled by individual teachers, but may be collaboratively developed as models to be adopted, adapted, or declined

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1P2. How do you determine your specific program learning objectives? Whom do you involve in setting these objectives?

Determination of specific program learning objectives occurs through three processes: local occupational programming, accreditation-driven curriculum and state-aligned curriculum.

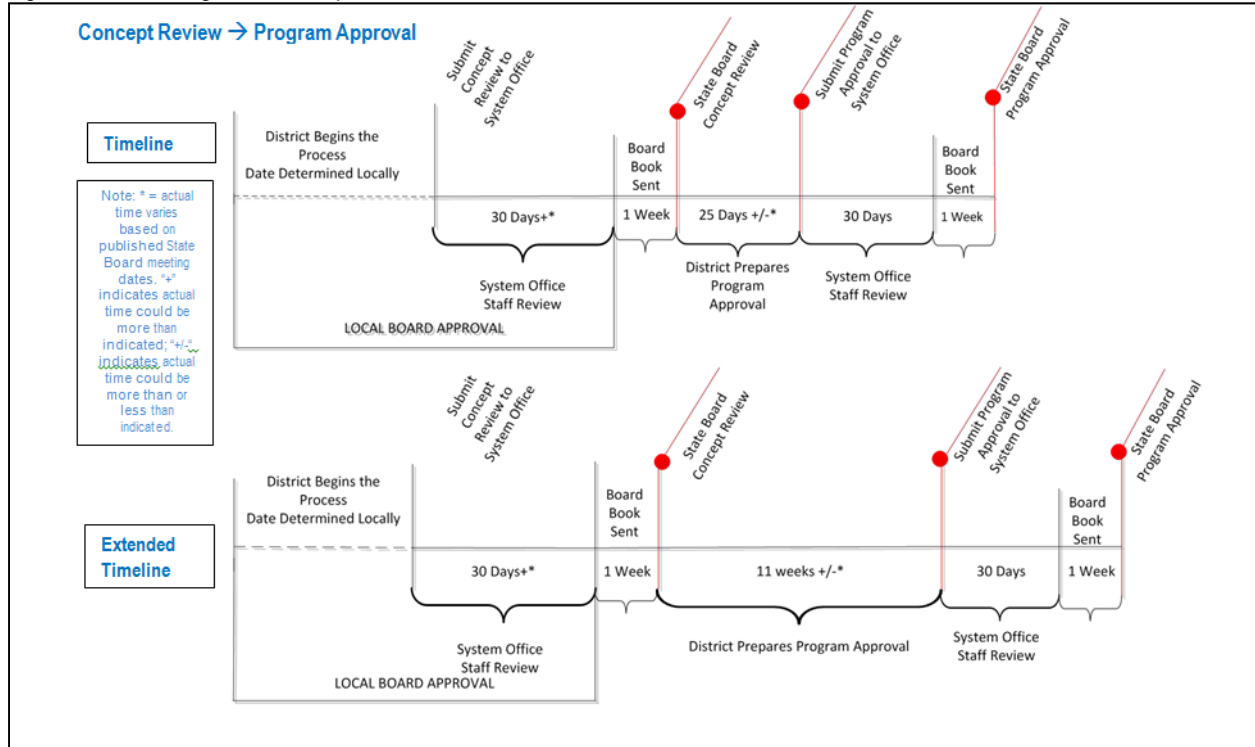
For programs unique to MSTC, the college utilizes the DACUM (Developing A CURriculuM) process. Employers and employees within the target occupation provide critical details on the skills and abilities required of entry-level professionals. These skills and abilities are used to develop the program’s curriculum. Faculty utilize DACUM results to develop individual courses, course competencies, and program outcomes.

Programs with external program accreditation incorporate required cognitive, affective, and psychomotor outcomes, as defined by their accreditor, and utilize employer feedback to develop learning objectives and assessments.

In addition to statewide general education courses, the WTCS colleges have collaborated on the development of curriculum in programs that are common to many or all districts. New and ongoing program development in these areas relies on local feedback related to employer needs and industry trends to create and maintain curriculum. Annual or biannual meetings of the statewide curriculum groups, comprised of faculty representatives from each district, ensure responsiveness to changing employer needs (*Core Component 3B*).

MSTC uses the new program development process established by the WTCS (Figure 1P2a). We undertake a rigorous process to determine the viability and sustainability of the proposed program. Instructional leadership, including faculty, meet with representatives from business and industry to engage them in the program development process.

Figure 1P2a – Program Development Process



The Health and Wellness Promotion program is a recent example of a new program which was developed at MSTC using the program and course design process (Figure 1P2a). Twenty-four employer and stakeholder representatives from throughout the MSTC District participated in the Concept Review. *Core Component 4B* addressed in 1P17 and 1P18.

1P3. How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

MSTC develops educational programs in response to market and learner needs. Faculty and staff within the academic divisions work with academic program advisory committee members to analyze emerging trends and to assist in identification of evolving market needs. State and national trends are also tracked to assist in identification of unique programming new to the MSTC District. Local and regional economic development agencies play a crucial role in bringing forward new program ideas. Two recent examples include Gerontology (FY14) and Health and Wellness Promotion (FY15). Authority for the initiation and development of programs is vested with the Wisconsin Technical College System Board (WTCSB). MSTC staff members use processes established by the WTCS for designing new programs, which ensures a sound analysis and consideration of partnership opportunities.

As part of the new program development process, the college evaluates the availability of similar programs available to learners. The process includes discussions with leadership from institutions offering like programming, which helps the college identify niche industry markets. As a small, rural

district, consideration of new programs incorporates an analysis of the cost/benefit of instructional modalities and technology. We remain competitive by offering accessible, affordable, and contemporary programming. Our commitment to distance learning has provided expanded opportunities for students to access quality education close to home. Faculty development opportunities support delivery of instruction via TelePresence and online platforms while maintaining quality instruction (4P9). MSTC utilizes the WIDS model (Figure 1P1b) to design and document curriculum (1P1).

1P4. How do you design responsive academic programming that balances and integrates learning goals, students' career needs, and the realities of the employment market?

As discussed in 1P2 and 1P3, the college has a comprehensive design process for both new and existing programs. We rely on input from local business, industry, and government leaders to help identify high demand and/or new and emerging occupations for deployment. In turn, we rely on them to assist in the identification of skills, abilities, and learning goals appropriate for each occupation. Our academic program advisory committees are vital in new program development and ongoing responsiveness of existing programs. Committee members include employees and employers in the program field, employers of program graduates, former students employed in the program field, government officials related to the field, PK-12 educators, and postsecondary educators. Committee members are nominated by the academic division and appointed by MSTC's Board of Directors (BOD). The committees meet biannually to review program outcomes, review curriculum, suggest changes, and keep the programs aligned with employer expectations of new employees (*Core Component 1C*).

A cross-functional team developed the PPP, a systematic process to measure program performance and support data-informed decision making related to MSTC associate degree programs. Beginning in fall 2014, this continuous improvement process will involve academic program advisory committee consultation in aligning goals and directions with academic standards, student success, employment skills, and workforce needs (*Core Component 3A/4A*).

1P5. How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?

Admissions criteria for programs are established by the academic divisions. Utilizing interpretation of Accuplacer test score proficiency statements, program faculty and staff identified appropriate minimum entrance scores utilizing feedback from advisory committees and accrediting agencies.

Preparation for individual courses is built into prerequisites, which are established by academic departments based on course requirements. Placement into writing and math courses is determined through an Accuplacer or ACT score.

Nonacademic preparation is critical for MSTC learners, many of whom are first generation college students, returning adults, and dislocated workers. The college also serves students with previous postsecondary education experience, both successful and unsuccessful. Nonacademic preparation required of students is determined collaboratively with Student Affairs and Academic Affairs (6P1).

In 2013, the Respiratory Therapist program piloted a Student Success course designed to provide a full understanding of the rigor and time commitment of the program. In addition, the course provided skill-building opportunities related to test taking, note taking, time management, and computer literacy. We see this pilot project, which will expand in 2014-15 to two additional health occupation programs, as an opportunity for collegewide deployment in the future.

1P6. How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses, and degrees or credentials? How do admissions, student support, and registration services aid in this process?

Prospective MSTC students are referred to new student specialists to determine their career interests, align their career interests with MSTC programs, and review program admission requirements. The new student specialists are certified as career coaches and career development facilitators to assist students in selecting a program that matches their learning objectives. Communication with prospective students still enrolled in high school is the primary responsibility of the high school career coach. In addition to communicating directly with students and parents, the high school career coach ensures that counselors and School-to-Career staff have up-to-date information on programs, courses, and degrees.

The college catalog and website includes a description of all career programs and the learning outcomes for each. While MSTC is an open-access institution, all occupational programs have established and published program entrance requirements. At the division level, Service & Health programs have defined functional abilities which students must possess to be successful in an occupation. These are communicated through program information and/or orientation sessions (*Core Component 2B*).

MSTC further communicates required and recommended preparation through the collegewide orientation process, Smart Start. Students are introduced to the college through presentations by deans, counselors, faculty advisors, and new student specialists; campus tours; and hands-on interaction with the online service tool, MyMSTC.

Every course has a syllabus, which outlines Core Abilities (1P1), course outcomes, learning objectives, grading criteria and procedures, and other critical expectations. Each syllabus also discusses academic integrity, attendance, diversity, services to students who have special needs, and behavioral expectations.

1P7. How do you help students select programs of study that match their needs, interests, and abilities?

Balancing student learning goals and career needs with the realities of the employment market is a challenging task. Students meet with a new student specialist prior to being admitted into an academic program at MSTC. The new student specialist discusses students' career and learning goals and helps them select a program to match those goals. Program selection and guidance occurs in three phases, each with distinct characteristics. The program selection activities in each of the three phases are summarized in Table 1P7a.

Students needing additional assistance in identifying career goals may participate in a free, noncredit Career Awareness class. Participants explore a wide variety of careers matching their personal and professional skills, interests, and values. Students participate in activities and formalized surveys to discover their interests and values. The results are then matched with occupations and labor market research (*Core Component 3D*).

MSTC has recently implemented career coach, a free online tool that allows students and community members to explore potential careers. Through a simple keyword search, any visitor to the college's website can learn about the employment prospects within careers they want to research. The real-time information is customized to our geographic region and includes detailed wage estimates and up-to-date job postings associated with any career. It also includes a career assessment tool that provides personalized career recommendations based on interests and preferences (*Core Component 3D*).

Table 1P7a – Phases in the MSTC Student Selection Process

Self-Selection	Guided Selection	Post-Enrollment
<ul style="list-style-type: none"> • Articulation meetings between MSTC instructors and high school teachers • Career Days • Program visitations • Future Fest Open houses • Education Fairs • Web site • Enrollment Service activities • Web site • HS Counselor Workshop • Family Preview Nights • Adult Learner Info Nights • Tech Prep • School-to-Career • Youth Options • Job shadowing • College marketing materials • Financial aid resources • College Camp (middle-school career exploration) 	<ul style="list-style-type: none"> • Case management • Assessments • Accuplacer • TABE • ACT • Accuplacer testing in area high schools • Compusearch Online • WISC Online • Career Awareness and Assessment course • Personal goal-setting • Strategies • Self-reflection • Placement information • Secondary Transitional Meetings • Community referrals • Dislocated workers • Probation and Parole • Community action programs • Enrollment advising • Youth apprenticeships 	<ul style="list-style-type: none"> • Smart Start Orientation • Program Orientation • Academic Support • Structured classroom remediation • Peer tutoring • Individual study • Study strategies • Special needs accommodations • Three- and Five-week academic alerts • General College courses in science, reading skills, writing, and study skills • Placement in mathematics course according to Accuplacer test results • Disability Services

1P8. How do you deal with students who are underprepared for the academic programs and courses you offer?

All programs at MSTC, with the exception of Nursing Assistant and EMT Basic, require a high school diploma. Students wishing to attend MSTC who do not have a high school diploma, GED, or HSED are referred to the Academic Success Center (ASC), where preparation for high school equivalency degrees is provided at no cost.

Students who do not achieve the required Accuplacer scores (reading comprehension, sentence skills, and math/algebra) for program admission or course placement are referred to the ASC for remediation through independent coursework. Upon successful completion of remediation, students retest. Once the required Accuplacer score is achieved, students are able to register for the associated credit course or qualify for program admission. Students unable to achieve the required Accuplacer score upon retesting meet with a program counselor to develop an individual academic plan, which may include continued work in the ASC.

In addition to independent remediation, we offer General College courses, Intro to College Writing and Pre-Algebra, designed to assist underprepared students in developing the necessary skills to be successful in their academic program and general education courses. Students successfully completing General College courses with a grade of C or better are allowed to register for the next course in the sequence and gain full program admission if applicable.

MSTC also addresses underprepared students at the program level. For example, through the Business Skills Center on the Wisconsin Rapids, Marshfield, and Stevens Point campuses, students who are underprepared for success in Business Division courses receive assistance with program content as well as with computer and information literacy.

In order to provide adequate academic recovery time, MSTC uses a three- and five-week academic alert process to identify students at risk for unsuccessful course completion. Students work with program counselors to identify an action plan, which may include tutoring, referral to the ASC, or referral to other support services. Tutoring helps to fill gaps in core courses by providing focused help in program-specific areas (1P15).

1P9. How do you detect and address differences in students' learning styles?

To serve students with varying learning styles, we provide training and tools for faculty to utilize in their courses. All instructors demonstrate competence in teaching methods through participation in a required certification course where they engage in learning activities related to learning styles. In an effort to integrate additional strategies to serve unique learner needs, we provided faculty with On Course I (January 2012) and On Course II (May 2014) training. Instructors learned strategies for empowering students to become active, responsible learners. In addition, they learned strategies for engaging students with different learning styles, active-learning principles, and academic curriculum design.

Providing training and tools to faculty is the first step in improving our ability to detect and address different learning styles. While many MSTC courses and programs utilize learning style inventories to design and deploy instruction, we recognize the opportunity to align processes across all disciplines.

1P10. How do you address the special needs of student subgroups (e.g., handicapped students, seniors, commuters)?

MSTC identifies subgroups with unique needs through the collection of data in the admissions and registration processes. In addition, anecdotal information about subgroups is collected by faculty and staff throughout the college. Emerging national trends related to postsecondary student needs also influence the services we provide.

MSTC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Individuals with disabilities are provided with reasonable and effective accommodations, when requested, to afford equal access to educational opportunity at MSTC. Services are provided to prospective and enrolled students who are qualified, with or without accommodations, for admission and participation in postsecondary education. To meet the unique needs of students with identified disabilities, disabilities services staff facilitate a supplemental orientation session specifically geared to acclimate students to available services. MSTC locations are physically accessible under ADA guidelines.

MSTC believes that acknowledging and embracing diversity is a core piece of our strength as an educational institution. The Diversity Committee, made up of faculty, staff, and students, approaches diversity at MSTC as diversity of thought. This acknowledges that each of us brings something unique to the table and that, through our differences, we are stronger as a whole. Planned events on a variety of topics include speakers and activities. A monthly newsletter keeps the college community informed and, for the past three years, members of the group have accompanied students to the American Multicultural Student Leadership Conference (*Core Component 1C*).

The Hub was established at Wisconsin Rapids Campus for students to connect with each other, engage in study groups and club meetings, and have access to information regarding veterans, Career Services, and general community resources. MSTC's student body has the largest concentration of veterans in the WTCS. To serve this subgroup, a variety of support systems are in place. Twice a month, representatives from a veterans' center meet with students at each of our campuses. Collaboration between MSTC and

the University of Wisconsin - Stevens Point (UWSP) has resulted in participation in Combat Papers, Warrior Writers, Veterans' Panel, and various presentations.

MSTC has no student housing and therefore provides a wide range of support systems to meet the needs of commuting students, such as "soft lounges" with comfortable seating, food services at Wisconsin Rapids Campus, extensive computer lab availability, and well-lit and maintained parking facilities. Student lounge and mezzanine designs for the new Stevens Point Campus were created with input from students. In an effort to reduce the distance students commute, we continue to expand online offerings and use of TelePresence to allow students to access classes from anywhere or at the campus location closest to them.

1P11. How do you define, document, and communicate across your institution your expectations for effective teaching and learning?

Our processes in this area are robust and well designed (SS), as our last Systems Appraisal recognized. We have further enhanced our process for defining, documenting, and communicating expectations for effective teaching and learning through the establishment of our Key Result of Student Success. Success is defined as course completion with a C or better and semester-to-semester retention of students. The related metrics for Student Success are communicated across the college and tracked at the individual and institutional level (Appendix A) (*Core Component 2D*).

The employee performance appraisal process also helps to define and document expectations for teaching and learning. Individual goals are established during the annual appraisal and are linked directly to our Key Results, including Student Success (4P10). *Core Component 2E is addressed in 4P7*.

1P12. How do you build an effective and efficient course delivery system that addresses both students' needs and your institution's requirements?

The rural nature of the district demands that we continue expanding the modalities through which we offer courses as well as the flexibility of offerings related to both scheduling and location. MSTC uses the WIDS standard for curriculum development (Figure 1P1b) for all course delivery modes, including face-to-face, TelePresence, online, hybrid, web-enhanced, accelerated, and independent study. Regardless of delivery method, all courses contain the same competencies and objectives. Use of WIDS helps ensure that all courses meet or exceed the standards for rigor and quality. Recognizing the variance in course completion between online and in-person delivery, an orientation to the online learning platform is now available for all students in an effort to increase proficiency in the use of our learning platform and related technologies (*Core Component 3A*). *Core Component 3A is also addressed in 1P13*.

While we have expanded location and delivery methods to address student needs, we recognize there is an opportunity to create a more systematic process for evaluating the effectiveness and efficiency of our course delivery system. MSTC has the ability to track the effectiveness of each modality and continues to pursue appropriate national benchmarking to assist in setting reasonable threshold and target metrics at the local level.

MSTC seeks feedback from students in all courses, including alternative delivery sections, through end-of-course student evaluations and through the Noel-Levitz Student Satisfaction Inventory (SSI). Student focus groups, conducted by the vice presidents of Academic Affairs and Student Affairs (VPAA, VPSA), collect qualitative data related to student satisfaction with course delivery.

1P13. How do you ensure that your programs and courses are up-to-date and effective?

MSTC's process for ensuring programs and courses are up-to-date and effective has both internal and external components. Faculty and staff monitor curricula for professional and academic relevance. Each instructor uses industry expertise to ensure that program or discipline curricula are up to date. Instructors keep current through conferences, working in the field, industry tours, professional reading, certification renewal activities, and discussions with employers. Instructors are required to have or earn a discipline-centered master's degree (*Core Component 3A*).

External sources of feedback which ensure that programs and courses remain up-to-date and effective include our Employer Follow-up Survey and meetings with academic program advisory committees. Program accrediting agencies review program performance. MSTC is working on formalizing the annual or biannual reaffirmation of program outcomes and curriculum design by academic program advisory committees.

Another valued external source of feedback is licensure and certification exam results. Areas of low performance are targeted for improvement that may result in updates to course and program curricula, delivery methods, and/or assessments.

One of the best measures of the continued effectiveness of our programs and their delivery of up-to-date competencies is graduate placement. We track placement in both related and unrelated occupations post-graduation. Deployment of the PPP will enhance our ability to consciously manage data that evaluates the effectiveness of college programs (*Core Component 4A*).

1P14. How do you change or discontinue programs and courses?

Current monitoring of program viability is done at the program and division level. The Quality Review Process (QRP) is used to evaluate programs and identify areas for improvement. As a WTCS process, the QRP data (indirect) provides program-specific results and state-defined targets and thresholds. Program faculty analyze the data and create plans to help improve program performance. MSTC also has a set of Academic Effectiveness Indicators (AEIs) that provide supplemental data. The implementation of the PPP will allow us to align processes for measuring, evaluating, and improving courses and programs. It also provides just-in-time data to help with decision making and planning.

Enrollment, retention, and labor market information influence decisions related to program change or discontinuance. Academic program advisory committees provide input on the currency and relevance of course and program curricula on an annual basis (1P4). Based on this input, deans and associate deans work with faculty to implement changes in curricula. For example, the Information Technology: Software Developer program underwent a major curriculum revision based on feedback from the academic program advisory committee. The program was modified to incorporate design of software for portable devices and other current technologies.

These strategies help to ensure quality program and course curricula. However, dynamic labor market trends may impact the viability of quality programs, resulting in program suspension and/or discontinuance. Feedback loops, as described in 1P13, contribute valuable information related to program viability. For example, declining demand for transcriptionists due to changing technology in the industry resulted in discontinuance of MSTC's Medical Transcriptionist program.

1P15. How do you determine and address the learning support needs (tutoring, advising, placement, library, laboratories, etc.) of your students and faculty in your student learning, development, and assessment processes?

MSTC administers the Noel-Levitz SSI and course evaluations to collect data on student needs for learning support. The SSI was first administered in 2002. We currently administer the SSI every other year, most recently in spring 2014. Course evaluations are completed by students in all courses each semester, utilizing an electronic system to ensure anonymity. Results are available immediately to faculty and their supervisors.

Faculty and staff play a key role in determining learning support needs. Instructor referrals, either informally or through the three- and five-week early alert process, identify at-risk students. The online referral system sends automatic updates to program counselors, disabilities services staff, or other support service units. Program counselors then meet with students to determine their individual needs. The Student Support Team meets to identify themes related to challenges and issues students present throughout the academic year to help identify strategies for supporting student learning. They also evaluate national trends to determine how new and emerging issues impact MSTC learners.

Tutoring: One-on-one peer tutoring is initiated through instructor referral and coordinated by program counselors. Group tutoring and tutoring labs, which provide topic-specific assistance, are also available for students. Students enrolled in online courses engage in tutoring opportunities via distance technology.

Library: We maintain a library at each of our four locations. Increased demand for access to resources electronically has resulted in smaller collections and enhanced online resources for research. Each library also provides access to computers and other technology.

Academic Success Center: We maintain an Academic Success Center (ASC) at each of our four locations. Each ASC provides a variety of services at no cost. There are no admission requirements and students may enroll throughout the year and develop a personal schedule based on their needs.

Computer Labs: We provide over 30 computer labs throughout the district, including specialized labs for program-specific needs. Recent modifications to IT programs resulted in the addition of Mac labs.

Laboratory: Program- and course-specific laboratories are maintained at the three full-service campuses. Science, agriculture, industrial, protective service, technical, and health labs meet accreditation standards as well as course delivery needs of programs.

Advising: MSTC deploys a decentralized model for academic advising. Program students are assigned a faculty advisor within their program area. In addition, undeclared students are advised by general education faculty. Deans and associate deans also provide academic advising to program students, including those who are deemed pre-program, are working on program prerequisites, or are on a program waitlist.

Instructor learning support needs are identified through needs surveys, new technology roll outs, identification of emerging student needs, and special requests. MSTC also offers on-demand technology training videos through a subscription available to instructors and staff at no charge. How-to documents and links to training materials for supported technology are housed on a SharePoint site and accessible to instructors 24/7. The wide range of offerings means that instructors have the opportunity to meet learning support needs in a way that is convenient. Adding to the convenience, the college maintains a Faculty Resource Center (FRC) at two campuses and an Employee Development Center (EDC) in Wisconsin Rapids to serve instructors with scheduled training and just-in-time support.

Other sources for identifying instructor learning support needs include academic program advisory committees, instructor self-identification through the performance appraisal process, evaluations of past

training opportunities, and accreditation requirements. *Core Component 3D is addressed throughout section 1P15.*

1P16. How do you align your co-curricular development goals with your curricular learning objectives?

Our processes in this area are robust and well designed (SS), as our last Systems Appraisal recognized. In alignment with our Mission and Core Value of Student Centeredness, MSTC supports both extracurricular (non-program related) and co-curricular (program related) activities. Student organizations provide opportunities to learn more about a chosen professional field, to experience cultural enrichment, and to develop teamwork, leadership, and time management skills. MSTC’s co-curricular activities, which include student clubs and government, Career Services, and the MSTC Foundation, support MSTC’s Core Abilities (Table 1P1a) (*Core Component 3E*).

Each MSTC campus has a Campus Activities & Student Senate (C.A.S.S.) elected from the student body. C.A.S.S. develops its budget based on annual student activity fees collected. This funding supports student club projects, underwrites campuswide events, and offsets the cost of professional development activities students may not otherwise be able to afford. MSTC’s senates also serve as forums for student concerns and questions. Each senate has an advisor who conveys student concerns to administration.

Occupational program student clubs (Table 1P16a) are a key co-curricular component for building community at MSTC. Occupational instructors serve as advisors for program related clubs. These occupational instructors guide students in organizing a club, developing a plan for club activities that supports program learning outcomes and MSTC’s Core Abilities, and setting a budget that supports club activities. Occupational program clubs function at each MSTC campus. In addition, MSTC has a small number of social organizations that are not tied directly to a particular occupational program.

Table 1P16a – Student Clubs

Club	Program Area
Association for Information Technology Professionals (AITP)	Information Technology (IT)
Civil Technology Club	Civil Engineering Technology-Highway Technician
Corrections Student Organization (CSO)	Criminal Justice-Corrections or Law Enforcement
Early Childhood Club	Early Childhood Education
Instrumentation & Power Engineering Club	Instrumentation & Power Engineering
Law Enforcement Organization (LEO)	Criminal Justice – Law Enforcement
Mid-State Renewable Energy Society (MSRES)	Renewable Energy
Mid-State Student Nurses’ Association (MSNA)	Nursing
Mid-State Technical College Chapter of Skills U.S.A. Club	Industrial & Technical Division students
Students Environmentally United for a Sustainable Society (S.E.U.S.S.)	Renewable Energy

1P17. How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

MSTC uses several methods to determine successful attainment of learning and development.

Prior to awarding certificates, diplomas, and degrees, each student’s account is audited by the registrar to confirm that all curriculum requirements have been met and that program and college GPA requirements have been met. In cases where credit for prior learning (CPL) or program course substitutions have been approved, the substitution must meet the competencies and/or spirit of the course for which credit is being granted (*Core Component 4A*).

We assess student achievement of MSTC’s learning and developmental standards in several ways. Direct measures used by programs include capstone portfolios, capstone courses, internships, practicums, clinical experiences, and licensure/certification exams (Table 1P17a) (*Core Component 4B*).

Table 1P17a – Direct Measures of Student Learning

2013-2014 Direct Measure of Student Learning				
	Capstone-Portfolio	Capstone-Course	Internship/Practicum/Clinical	Licensure/Certification Exam
# of Programs	5	17	21	9

The Technical Skills Attainment (TSA) process, driven by the WTCS, aligns direct measures of student learning in programs utilizing statewide curriculum. TSA assessments are linked to industry standards and meet state criteria including validity, reliability, and fairness. MSTC, along with other WTCS schools, continues toward deployment of TSA in all associate of applied science degrees, one-year technical diplomas, two-year technical diplomas, and apprenticeships.

1P18. How do you design your processes for assessing student learning?

At the course level, processes for assessment (1P1) are designed by faculty through the use of WIDS. Course competencies, linked objectives, and criteria for successful achievement are defined and evaluated.

As described in 1P17, MSTC programs that are state aligned are currently using the TSA process to assess student achievement of technical skills by measuring application and critical thinking. The TSA process involves three phases: planning, implementation, and reporting (Figure 1P18a). The WTCS approves all college TSA proposals and plans which are then implemented by the college (*Core Component 4B*).

Figure 1P18a – WTCS TSA Three Phases

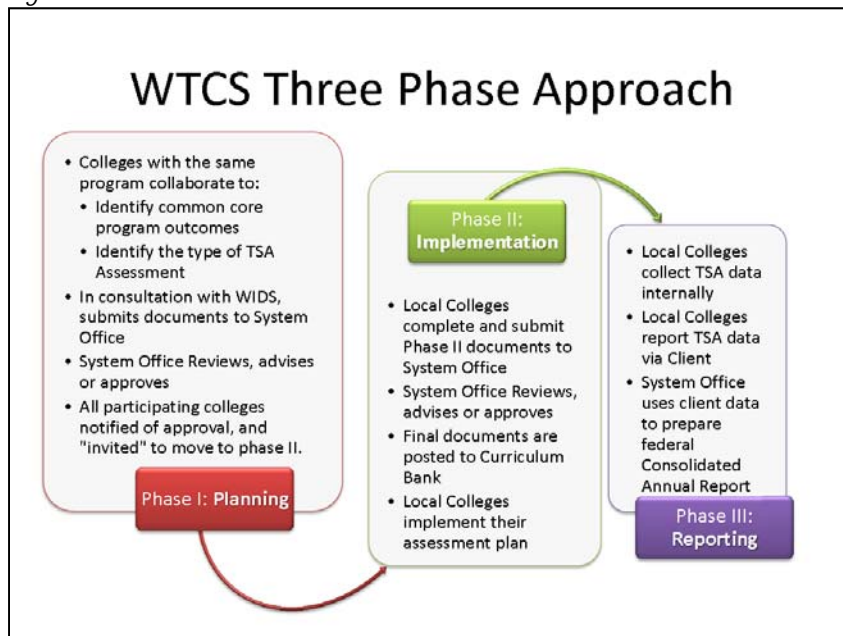


Table 1P17a depicts the variety of summative assessments currently deployed at MSTC. At the program level, individual analysis and planning occurs based on the results of summative assessments. We recognize an opportunity to bridge TSA and program-level summative assessments to coordinate efforts. The institutional research and planning position budgeted for FY15 will provide an opportunity to evaluate current processes for the gathering and analyzing of student performance results. The primary responsibilities of this position will be research, planning, and institutional effectiveness (*Core Component 4B*).

1R1. What measures of your students' learning and development do you collect and analyze regularly?

Results of student learning assessments are collected at the course and program levels. These direct, summative measures of learning are analyzed by faculty and supervisors at the course level to help gauge appropriateness and accuracy of assessments. Results help drive modifications to course delivery and assessment. At the program level, summative assessment results are analyzed by faculty and supervisors and often reviewed with academic program advisory committees.

The direct measures of learning at the program level, as outlined in 1P17, include a variety of summative assessment strategies including capstone portfolios, capstone courses, internships, practicums, clinical experiences, and licensure/certification exams. The purpose of the capstone course, or other summative assessment, is to measure student mastery of all program outcomes and core abilities.

Program-level assessments are designed to comply with all program accreditation standards. Reporting of results, analysis, and subsequent improvements are documented and communicated with accreditors as required. Each program and division maintains performance information on direct measures of learning within the division. Improvements made, based on results of learning assessments, are collected by the college.

As indicated in 1P18, state-aligned programs are working collaboratively with other WTCS colleges to implement TSA to comply with expectations of Carl D. Perkins. This summative program assessment directly measures student attainment of program outcomes and Core Abilities. Results are collected and reported to the WTCS through our client reporting system.

We recognize that formalized collection and analysis of direct measures of student learning remains an area of opportunity for MSTC. Data are collected and analyzed at the program level, but the process is decentralized and driven by each division. The PPP provides us with a model to augment direct measures of student learning with indirect data and presents an opportunity to formalize the collection and analysis of direct measures as well.

- 1R2. What are your performance results for your common student learning and development objectives? How are these measured and communicated with stakeholders?**
- 1R3. What are your performance results for specific program learning objectives?**
- 1R4. What is your evidence that the students completing your programs, degrees, and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational institutions and employers)?**

Direct Measures:

The WIDS model (1P1) used for curriculum development in the WTCS links individual course outcomes with program outcomes and Core Abilities (common student learning and development objectives). MSTC's Core Abilities are assessed at both the course and program levels. Results are maintained at the program level. Program specific accreditation requirements include assessment of affective skills and

behaviors. Results of student attainment for affective domains are also maintained at the program level and reported to program accreditors as required.

Table 1R2-3-4a provides a snapshot of results from several programs that utilize licensure/certification exams as part of their summative program assessment process. Results from examinations are reported based on the accreditation guidelines for each program.

Table 1R2-3-4a – Licensure Exam Results

Program	FY10	FY11	FY12	FY13
NCLEX – RN	90%	88%	96%	94%
NCLEX – LPN	100%	96%	97%	100%
Cosmetology	100%	61%	58%	75%
Medical Assistant (CMA/RMA)	74%	100%	89%	85%
Respiratory Therapist (CRT)	100%	100%	94%	100%
Surgical Technologist	82%(PAE)	90%(CST)*	92%(CST)	83%(CST)
Auto Technician	96%	93%	86%	97%

*required credential test change

Table 1R2-3-4b provides a snapshot of a rubric used for summative program assessment using the TSA process. Programs engaged in the TSA process measure achievement of Core Abilities in addition to program outcomes. Overall pass/fail results are gathered and submitted to the WTCS through client reporting. More information on the TSA process is available at the following website:

<http://mywtcs.wtcsystem.edu/instruction-student-services/instructional-activities/technical-skills-attainment>

Figure 1R2-3-4b – TSA Rubric-Surgical Technologist

Scoring Guide#	#	
	Met	Not Met
1. Apply healthcare and technological science principles to the perioperative environment		
<input type="checkbox"/> Use proper medical terminology		
<input type="checkbox"/> Apply principles of anatomy, physiology, microbiology, pharmacology and pathophysiology		
<input type="checkbox"/> Demonstrate safe use of electrical equipment		
<input type="checkbox"/> Use a computer to access information and complete work assignments		
<input type="checkbox"/> Follow standard precautions		

MSTC recognizes that formalized direct assessment of student learning remains an area of opportunity. At the program level, data is collected and analyzed. However, data collection, analysis, and improvement planning are decentralized. The PPP provides us with a model to augment direct measures of student learning with indirect data.

Indirect Measures:

As part of the WTCS, we deploy two surveys which provide indirect evidence that graduates have acquired the knowledge and skills required by stakeholders. Evidence from the latest iterations of the two instruments, the Graduate Follow-up Survey and the Employer Survey, are provided in Table 3R2b and Table 3R4a.

In addition, we gather and analyze other indirect measures of learning attainment to provide supplemental data. These measures help us to be proactive in identifying needed improvements or modifications/additions to services (Table 1R2-3-4c).

Table 1R2-3-4c – Course Completion by Delivery Mode

Course Completion Rates by Delivery											
Delivery	2011			2012			2013			2014	
	Su 10	Fa 10	Sp 11	Su 11	Fa 11	Sp 12	Su 12	Fa 12	Sp 13	Su 13	Fa 13
Accelerated	90%	81%	84%	86%	87%	84%			64%		84%
Hybrid	88%	81%	84%	96%	73%	80%	92%	84%	80%	95%	81%
In Person	90%	79%	81%	94%	79%	78%	87%	78%	79%	91%	80%
ITV		85%	85%	88%	85%	76%	70%	84%	83%	73%	80%
ITV/Hybrid		81%	90%		85%	88%	68%	80%	85%	88%	83%
Online	70%	71%	70%	74%	69%	70%	74%	66%	66%	73%	65%
Independent Study	62%	57%	56%	58%	50%	62%	67%	46%	64%	84%	59%
Computer Conferencing			81%		52%	85%		69%	80%		
Computer Delivered			82%		80%	97%	79%	71%	63%	92%	61%

1R5. What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

In addition to gathering student satisfaction through Noel-Levitz (Table 1R5a), MSTC gathers supporting qualitative data through Student Focus Groups (3P1). This process allows for a more thorough understanding of student needs and also provides an opportunity to capture student ideas for improvements or new services.

Table 1R5a – Noel Levitz SSI 2010/2012

Noel-Levitz SSI	Spring 2012			Spring 2010			
Category	Import	Satisfaction/SD	Gap	Import	Satisfaction /SD	Gap	Mean Difference
Student Centeredness	6.00	5.60/1.06	0.40	6.01	5.62/1.00	0.39	-0.02
Instructional effectiveness	6.21	5.55/1.02	0.66	6.24	5.62/0.97	0.62	-0.07
Responsiveness to Diverse Populations		5.47/1.21			5.58/1.09		-0.11
Campus Support Services	5.25	4.86/1.10	0.39	5.31	4.95/1.04	0.36	-0.09
Safety and Security	5.71	5.20/1.11	0.51	5.72	5.10/1.01	0.62	0.10
Academic Advising/Counseling	6.05	5.48/1.18	0.57	6.08	5.46/1.14	0.62	0.02
Admissions and Financial Aid	5.94	5.31/1.05	0.63	5.97	5.35/1.01	0.62	-0.04
Academic Services	5.94	5.42/1/03	0.52	6.03	5.54/0.93	0.49	-0.12
Registration Effectiveness	6.05	5.50/0.94	0.55	6.09	5.52/0.91	0.57	-0.02
Service Excellence	5.88	5.40/1.02	0.48	5.93	5.43/0.96	0.50	-0.03
Concern for the Individual	6.09	5.46/1.17	0.63	6.11	5.51/1.05	0.60	-0.05
Campus Climate	5.96	5.51/1.00	0.45	6.00	5.54/0.94	0.46	-0.03

Review of evaluation data gathered at each of the College’s Smart Start (orientation) sessions assists Student Affairs in identifying areas for improvement. Based on student input, Smart Start was redesigned to better meet learner needs. Students register for classes, meet with advisors, learn about program requirements, and learn about available student support services. Upcoming changes for 2014-2015 include making orientation mandatory.

1R6. How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education institutions and, where appropriate, with results of organizations outside of higher education?

IPEDS data offer some insight into how MSTC compares with other institutions of higher education. In comparison with the 30 peer group institutions in its IPEDS 2013 Data Feedback Report, MSTC had a 41% graduation rate for first-time, full-time, degree-seeking students versus 29% for its peers.

MSTC has the highest success rate in the WTCS for Adult Basic Education (ABE) Services and Success (Academic Support Services area). This is based on demonstrating education gain on the Adult Education and Family Literacy Act (AEFLA) grant test. MSTC’s rate is 56.1% versus the state average of 41%.

Accredited programs have the opportunity to compare their certification and licensure exams results with those of other organizations. In addition, accreditors set minimum thresholds for pass rates that institutions must meet or exceed.

Table 1R6a – NCLEX Comparison

Licensure Examination Results Comparison				
Year	2010	2011	2012	2013
Exam/Program	MSTC / National	MSTC / National	MSTC / National	MSTC / National
NCLEX - RN	90% / 86%	88% / 86%	96% / 87%	94% / 86%
NCLEX – LPN	100% / 86%	96% / 85%	97% / 84%	100% / 84%

Table 1R6b – Accreditation Threshold Comparison

Examination Threshold Comparison				
Year	2010	2011	2012	2013
Program/Exam	MSTC / Threshold	MSTC / Threshold	MSTC / Threshold	MSTC / Threshold
RT (CRT)	100% / 80%	100% / 80%	94% / 80%	100% / 80%
MA (CMA/RMA)	74% / ≥70%	100% / ≥70%	89% / ≥70%	85% / ≥70%
ST(PAE/CST)	82% / 70%	90% / 70%	92% / 70%	83% / 70%

MSTC also compares results from the Noel-Levitz SSI with WTCS schools and results from other community colleges (Table 1R6c).

MSTC recognizes that benchmarking results against other higher education institutions remains an opportunity. We recently joined the National Community College Benchmarking Project to more fully compare results within this two-year college consortium.

Table 1R6c – Noel-Levitz Student Satisfactory Survey Comparison with National Community Colleges and the WTCS (2012)

	MSTC			WTCS 2008-2011			National Community Colleges		
	Import	Satisfaction	Gap	Import	Satisfaction	Gap	Import	Satisfaction	Gap
Student Centeredness	6.00	5.60	0.40	6.07	5.58	0.49	6.01	5.39	0.62
Instructional effectiveness	6.21	5.55	0.66	6.31	5.62	0.69	6.21	5.42	0.79
Responsiveness to Diverse Populations		5.47			5.61			5.51	
Campus Support Services	5.25	4.86	0.39	5.55	5.16	0.39	5.50	4.98	0.52
Safety and Security	5.71	5.20	0.51	5.99	5.07	0.92	6.05	5.03	1.02
Academic Advising/Counseling	6.05	5.48	0.57	6.20	5.42	0.78	6.17	5.20	0.97
Admissions and Financial Aid	5.94	5.31	0.63	6.12	5.27	0.85	6.08	5.16	0.92
Academic Services	5.94	5.42	0.52	6.11	5.57	0.54	6.08	5.49	0.59
Registration Effectiveness	6.05	5.50	0.55	6.22	5.54	0.68	6.19	5.44	0.75
Service Excellence	5.88	5.40	0.48	6.02	5.46	0.56	5.99	5.29	0.70
Concern for the Individual	6.09	5.46	0.63	6.19	5.45	0.74	6.11	5.23	0.88
Campus Climate	5.96	5.51	0.45	6.07	5.52	0.55	6.01	5.32	0.69

111. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

MSTC’s recent centennial celebration reflects our long-standing commitment to Helping Students Learn. Since 2010, we have expanded our level of service to students and modified existing processes in an effort to achieve one of our Key Results, Student Success (Appendix A).

MSTC’s effort to help each student achieve academic success begins prior to admission. In 2013, we formalized an annual Recruitment Plan to assist students in program selection and to create efficiencies in the application/enrollment process. To improve service to prospective students, our enrollment specialists became certified as career life coaches and career development facilitators. We also strengthened onboarding of students through an improved Smart Start college orientation. To illustrate, in response to student feedback, a campus tour and one-on-one advising were added.

MSTC is committed to helping enrolled students achieve success. Since 2002, we have utilized the Noel-Levitz SSI (1R5) to assist in identification of areas needing improvement, including those which directly impact student success. Since 2010, we have either added or enhanced our services to help students learn, including expanded tutoring, creation of a Business Skills Center, implementation of a mandatory orientation for online courses, and restructured counselor coverage to expand availability for students. Recognizing that our student subgroups (1P10) do not remain constant, we adjust available student services accordingly. To illustrate, we have expanded the availability of diversity services, career services, and service to veterans in response to monitoring of state and national trends.

College efforts to support student success extend to professional development opportunities for faculty and staff. Collegewide In-Service, On Course I (and II), occupational specific training, or in-house training offered in the EDC support achievement of greater student engagement, increased retention, and the Key Result of Student Success. Additional information regarding training offered to faculty and staff can be found in Category 4.

MSTC's commitment to offering programs that are up-to-date and effective is essential to student success. We follow a defined program development process, utilize academic program advisory committees to provide curriculum oversight, and closely monitor enrollment, retention, and labor market trends to ensure that our program offerings remain viable and relevant in today's job market. The implementation of the PPP (1P4) and the deployment of the Strategic Plan will support data-informed decision making and, in turn, further support our commitment to student success.

We have made significant improvement in becoming more aligned in our processes and performance for Helping Students Learn. We recognize that, in order to achieve the associated metrics for Student Success, we must maintain an infrastructure which supports student learning. As described throughout this category, the process changes and accomplishments reflect actions based on our 2010 systems appraisal feedback report and our ongoing commitment to achieve our Key Results.

<p>112. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?</p>

As a relatively small college, our culture reflects our belief that all faculty and staff, regardless of position, have the ability to impact student success. As part of transitioning to a Culture of Accountability (CoA), our Cultural Shifts identify specific behaviors that, when embraced by staff, will lead to achievement of our Key Results, including Student Success. Using culture management tools, employees are encouraged to think and act differently. They are encouraged to actively engage in identifying and owning opportunities for improvement and determining and implementing solutions using informed empowerment. Through our collective effort, MSTC staff is able to create an environment whereby learning can occur and student success can be achieved. Identification of our Key Results and accompanying metrics provide the targets for improved performance. We are confident this culture, along with our Core Value of Student Centeredness, will enhance MSTC's commitment to designing structures and processes that support Helping Students Learn.

Category 2: Accomplishing Other Distinctive Objectives

MATURITY LEVEL: Systematic

OVERVIEW: Our role in the communities and region we serve goes well beyond the instructional programming we provide to students through traditional diploma and degree programs. As a central player in economic and community development, Mid-State Technical College (MSTC) serves external stakeholders through distinctive objectives. Among these priorities are services to business and industry, apprenticeship offerings, community education, and Adult Basic Education (ABE). MSTC demonstrates a systematic level of maturity as we continue our journey to more consciously-managed processes and improvement strategies.

The national recession had a dramatic impact on the communities served by MSTC. The resulting economic decline is felt by business and industry and also by the individuals and families we serve on a daily basis. Our role in the revitalization of our district's communities helps emphasize the importance of maintaining distinctive objectives for the college that are responsive and closely tied to the specific needs of our stakeholders.

MSTC's achievements in the area of Accomplishing Other Distinctive Objectives are made possible through the ongoing collaborative relationships established with business and industry, community organizations, government agencies, and municipalities. The relocation of MSTC's Stevens Point Campus demonstrates our commitment to fostering economic and community development. Through a partnership with the city of Stevens Point, we are assisting in the revitalization of the downtown Stevens Point area. The resulting economic impact for area businesses augments the benefits MSTC will experience in expanded learning space, new technology, and new program offerings now available at Stevens Point Campus.

PRIORITIES FOR IMPROVEMENT: We recognize the importance of finalizing the strategic planning process initiated in 2014 to move us to an aligned maturity level in our processes, results, and improvements for Accomplishing Other Distinctive Objectives. This comprehensive and integrated strategic planning process consists of three phases facilitated by a nationally-recognized community college strategic planning firm. The resulting plan will help guide the ongoing development of MSTC systems and processes, including those that support non-instructional objectives.

2P1. How do you design and operate the key non-instructional processes (e.g., athletics, research, community enrichment, economic development, alumni affairs) through which you serve significant stakeholder groups?

MSTC's Strategic Directions and Key Results provide the framework under which MSTC operates to fulfill its Mission and Vision and to comply with Wisconsin State Statute 38. As a member of the Wisconsin Technical College System (WTCS), MSTC works to stimulate local economic development. While MSTC's educational endeavors contribute directly to economic and community development, we also use non-instructional objectives to contribute to development of a vibrant region. One of these objectives is to provide services directly to business and industry. Contracted and customized training, along with technical assistance contracts, provide employers with the specific training required to keep their employees and organizations on the cutting edge. Faculty with academic preparation and occupational experience in the field deliver training onsite in order to minimally disrupt productivity of the organization. Business and industry services are operated out of each academic division, ensuring that content experts are involved in the design and deployment of offerings.

As part of our commitment to serving business and industry, MSTC utilizes the Workforce Advancement Training (WAT) program (Table 9R2h). The WAT grant program provides technical colleges with funding to deliver customized training “to promote increased investment in the development of incumbent workers, improve Wisconsin businesses’ productivity and competitiveness, augment the state’s economic base, and expand technical college training services to businesses and industry” (2012-13 WAT Grant Guidelines). We continue to actively participate in the WAT grant process to help employers access funds to support training focused on upgrading the skills and productivity of employees, with the broader objective of supporting regional workforce and economic development efforts.

Faculty, staff, Executive Team, and MSTC Board of Directors (BOD) members contribute to workforce development through their service to economic development organizations and agencies. MSTC serves on the North Central Wisconsin Workforce Development Board, North Central Wisconsin Healthcare Alliance, and North Central Wisconsin Higher Education Alliance, among other organizations. MSTC’s president develops relationships through regular visits to local business and industry partners. Campus and academic deans accompany the president to build connections and provide follow-up to any needs identified during the visit.

Another way we contribute to development of the economy and workforce is through apprenticeship training. Since 1911, the state of Wisconsin has offered a structured system of training that allows on-the-job learning, under the supervision of journey workers, to be paired with classroom instruction. Enrollments remain sensitive to district needs and hiring practices. Since the early 2000s, central Wisconsin has seen a significant drop in paper manufacturing jobs, which adversely affected apprenticeship enrollment. In an effort to continuously improve apprenticeship offerings and increase efficiencies, MSTC assumed a leadership role in working with two other technical colleges to revitalize apprenticeship programs. We were able to expand apprenticeship opportunities through grant funding, resulting in a trend of increasing enrollment (Table 2R2b).

MSTC fulfills its statutory requirement to provide community education services and avocational or self-enrichment activities by offering noncredit, continuing education courses (Table 2R2c). Examples include courses that are mandated by the state of Wisconsin (e.g., Fire Fighter Certification, Law Enforcement Certification, First Responder Certification, and Responsible Beverage) and courses of general interest to district residents (e.g., CPR, First Aid). These courses play a critical role in ensuring that MSTC’s communities have the services they need. Community development is also fostered through services provided to the general public, including access to library resources and computer technology. Each campus has a community engagement room that is available for organizations to conduct meetings and events on campus.

Another non-instructional objective for MSTC is defined under Chapter 38 of Wisconsin State Statute. MSTC embraces the opportunity to “provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women, and the handicapped or disadvantaged to participate in the work force and the full range of technical college programs and activities” (Wisconsin 38.001). MSTC actively provides Adult Basic Education (ABE) at each of its locations “to enable students to effectively function at a literate level in society”. Through the Academic Success Centers (ASC), we provide GED/HSED preparation at no cost to community members. MSTC also administers onsite testing. ASC faculty and staff operate as part of the Business and General Education Division, which helps directly connect them with MSTC’s instructional objectives. This is critical because another purpose of ASC is to provide ABE for the purposes of remediation in order for students to gain access to and be successful in MSTC certificate, diploma, and degree offerings. The ASC also provides pathways to career options by supporting grant activities for FoodShare participants. The Pathways Project (Table 2R2e), a partnership among Wood County Human Services, Workforce Central, and MSTC, prepares participants for entry-level positions in the areas of manufacturing, health care, and business. The

training leads to industry-recognized credentials, such as the Manufacturing Skill Standards Council (MSSC) certificate and Nursing Assistant certification, both of which create an entrance to employment and ladder into associate degree programs within fields which are in high demand.

2P2. How do you determine your organization's major non-instructional objectives for your external stakeholders and whom do you involve in setting these objectives?

Some of our major non-instructional objectives, as mentioned in 2P1, result from state mandates and priorities established in partnership with economic development agencies. The importance we place on these initiatives is directly influenced by our focus on fulfilling our Mission and Vision while working toward achievement of our Key Results.

Moving forward, the Key Results and five-year Strategic Plan will provide additional structure for determining instructional and non-instructional objectives. A comprehensive strategic planning process was initiated early in 2014 to further integrate planning, budgeting, assessment, and improvement. For example, the discovery phase of the Strategic Plan included a focus group with economic development agencies and a district-specific environmental scan that contains internal and external stakeholder feedback, industry sector details, and present and future workforce needs. The Key Results and Strategic Plan will drive development of departmental objectives and operational planning.

2P3. How do you communicate your expectations regarding these objectives?

As outlined in 2P1-2, external data are used to develop the Strategic Directions and Key Results. This information is communicated to internal and external stakeholders using a variety of delivery methods. Using the Strategic Directions and College Goals as a foundation, members of the Executive Team use a cascading goal-setting process with their direct reports to ensure understanding and incorporation of objectives in daily work. Individual and team goals for departments and divisions incorporate both instructional and non-instructional objectives. Another primary means for communicating objectives and expectations occurs during the annual performance appraisal process. Faculty and staff have the opportunity to design their individual goals and professional development needs to assist them in supporting the Strategic Directions and Key Results. Additionally, expectations regarding objectives are shared with staff through:

- Collegewide In-Service (annual)
- Campus Feedback Sessions (facilitated by Executive Team)
- Campus, division, and department staff meetings
- Publications sent to external and internal groups
- MSTC's website
- Supervisor - direct report meetings
- Program advisory committee meetings
- Solve-and-dissolve committee meetings
- The Source (SharePoint) intranet

External stakeholders are informed via monthly open BOD meetings (televised); MSTC's website; press releases; and direct engagement with businesses, service organizations, economic development agencies, and school districts.

2P4. How do you assess and review the appropriateness and value of these objectives, and whom do you involve in these reviews?

MSTC assesses objectives annually on multiple levels. Many of the key objectives and supporting processes have been established to assist us in achieving our Mission and Vision and in meeting the statutory expectations set forth by the state. MSTC, through advocacy of the Wisconsin Technical College District Boards Association (WTCDBA), stays in tune with new legislation that may drive the need to adjust key objectives. In her third year, the president has re-emphasized MSTC's role in economic and community development. Her role includes active engagement throughout the MSTC District's communities to ensure we are able to continuously monitor our performance and the dynamic environment that may require a new or changing focus on distinctive objectives. Externally, the Executive Team, campus and academic deans, other managers, faculty, and other staff participate on boards and committees of prominent businesses, service organizations, and economic development agencies, enabling a free exchange of ideas and information. Ongoing communication with external stakeholders (e.g., program advisory committees, the larger business community, government officials, PK-12 partners, and post-secondary institutions) allows for assessment and review of objectives (2P2).

As indicated in 2P2, the strategic planning initiative will provide an implementation framework that allows us to develop a detailed plan which is pragmatic and immediately actionable and identifies accountable and responsible parties, benchmarks, and outcome measures. Components of an ongoing strategic planning framework, process, and timetable for environmental scanning, review, and evaluation will also be provided.

2P5. How do you determine faculty and staff needs relative to these objectives and operations?

Instructor and staff needs related to these objectives are identified in a number of ways. Individual goal setting is part of the annual performance appraisal process (6P10). In addition, faculty and staff set professional development goals. This process allows them, in conjunction with their supervisor, to identify gaps in knowledge or skills that the college can assist in filling. Instructors and staff are encouraged to attend WTCS state-called meetings to network and exchange ideas with WTCS colleagues as a means to identify and advance new ideas and needs. In addition to program-specific meetings, the WTCS facilitates meetings and trainings related to several MSTC key objectives, including apprenticeship, grants, business and industry services, and ABE. By maintaining close connections to the WTCS and industry partners, MSTC can predict and plan for updated training needs. For example, because MSTC was able to anticipate the need for training brought about by recent GED/HSED changes as well as by new audit requirements for reporting of time and effort for grant projects, we designed and deployed internal training in a timely way.

To help faculty and staff serve dislocated workers, we continue to provide space onsite to organizations that support workforce development. Adams County Center hosts a Job Center location that ensures residents have access to a variety of workforce development services. Marshfield Campus has an onsite case manager who works directly with students seeking retraining assistance.

2P6. How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

As described in 2P3, MSTC incorporates information on needs through the goal-setting process embedded in the performance appraisal system. This process allows supervisors to fully understand the needs of their direct reports as it relates to both instructional and non-instructional objectives. The primary system for adjusting objectives and processes lies at the division or department level, where faculty and staff have direct input into decision making and priority setting. Faculty members are encouraged to identify opportunities to develop partnerships that contribute to workforce and community development. Those ideas are incorporated into planning so that resources to support activities can be

identified through the budgeting process. As previously indicated, many of our key objectives are described statutorily. Therefore, faculty and staff needs are often used to adjust and improve processes that support a key objective. In designing the activities and processes related to our non-instructional objectives, all costs are examined, including equipment, staffing, and facilities. In situations where it is unclear whether resources are sufficient to undertake a specific activity or project, a decision is often made by the Executive Team after doing a cost benefit analysis.

- 2R1. What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?
 2R2. What are your performance results in accomplishing your other distinctive objectives?

We measure and analyze results of non-instructional objectives related to economic/workforce and community development. Program area supervisors and staff gather quantitative data, such as revenue and number of participants. MSTC uses numerous measures for assessing performance (Table 7P1a and 7P5a), including non-instructional objectives. These results and subsequent analysis are shared with the appropriate vice president who then shares key information with the Executive Team. When appropriate, the information is then shared with the BOD at monthly meetings. This information is available to members of the public either by request, via the MSTC At a Glance publication, or on MSTC’s website.

Business and Industry:

MSTC tracks employer satisfaction with business and industry customized training to ensure effectiveness. One example to illustrate this success is the success of contracted training offered by MSTC. As depicted in Table 2R2a, MSTC provides both customized instruction and technical assistance to local business and industry. While not a direct measurement of customer satisfaction, the continued engagement by business and industry in contract services serves as one indicator of success in the College meeting customized training needs.

Table 2R2a – Contracted Services and Technical Assistance (Business and Industry)

	2010		2011		2012		2013	
	Number of Contracts	Revenue	Number of Contracts	Revenue	Number of Contracts	Revenue	Number of Contracts	Revenue
Customized Instruction	25	\$121,023	21	\$145,485	16	\$95,540	21	\$102,232
Technical Assistance	2	\$97,991	4	\$97,469	3	\$7,691	2	\$110,306
Total Contracts	27	\$219,014	25	\$242,954	19	\$103,231	23	\$212,538

Apprenticeship:

As described in 2P1, the WTCS has offered apprenticeship training since 2011. While enrollment is sensitive to district needs and hiring practices, MSTC remains committed to offering this opportunity to key stakeholders. As depicted in Table 2R2b, MSTC, in partnership with two other technical colleges, trains an average of over 300 students per year.

Table 2R2b – Apprenticeship

Instructional Area	2011	2012	2013	2014	Fiscal Year of Class
Carpentry (410)	28	15	0	0	43
Electricity (413)	136	99	103	122	460
Millwright (423)	39	48	45	70	202
Plumbing (427)	28	20	13	15	76
Sheet Metal (432)	12	0	0	0	12
Steamfitting (435)	78	86	66	83	313
Struct. Steel/Iron Work (437)	6	3	13	27	49
Operating Engineer (447)	32	14	10	13	69
Apprentice	359	285	250	330	1224

Community Education:

MSTC remains committed to offering continuing education training throughout the district (Table 2R2c). While many of these offerings are the result of mandated training by the state of Wisconsin, MSTC is committed to meeting the needs of communities we serve.

Table 2R2c – Continuing Education Duplicated Headcount (2014 YTD)

Campus Location		2011	2012	2013	2014
	Adams Friendship	244	460	331	222
	Marshfield	460	603	472	533
	Stevens Point	518	669	598	676
	Wisconsin Rapids	1893	1920	1606	1410
MSTC District Total		2991	3475	2950	2736

Adult Basic Education:

The ASC provides ABE at each MSTC location (2R2d) at no cost to the participants. A critical purpose of the ASC is to provide remediation in order for students to gain access to, and be successful in, the college’s certificate, diploma, and degree offerings. The Pathways Project (Table 2R2e), illustrates the success of a current partnership among Wood County Human Services, Workforce Central, and MSTC that focuses on preparing participants for entry-level positions in the areas of manufacturing, health care, and business.

Table 2R2d – Academic Success Center Accutrack

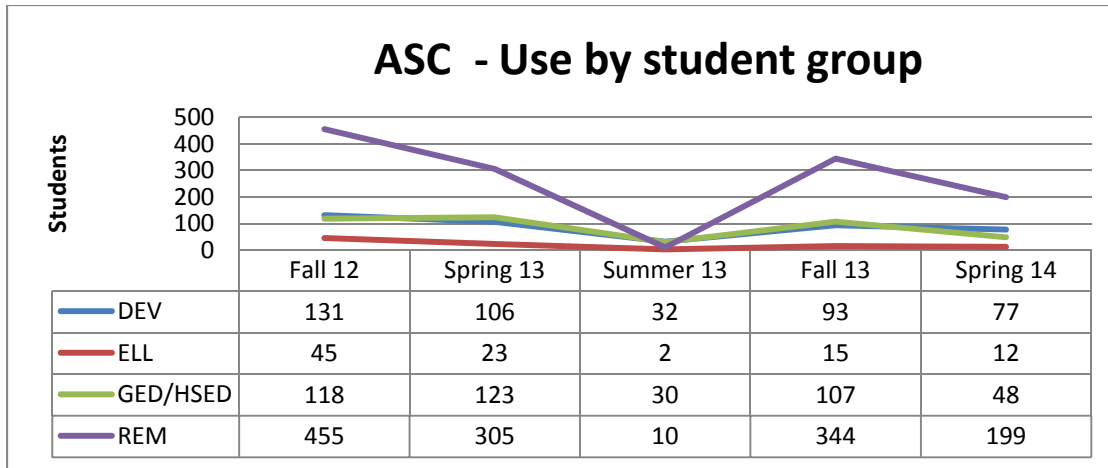


Table 2R2e – Pathways Project

Year	Certificate Program	Accelerated GED	Pre- College Preparation	Gerontology/ Memory Caregiver	Customer Service/Office Technology	Industrial Manufacturing	Total
2012	Enrolled	46	32	16	23	10	127
	Completed	18	26	11	13	0	68
	Employed	25	17	14	10	6	72
	Continuing	15	21	6	8	0	50
2013	Enrolled	44	26	22	18	9	119
	Completed	28	10	17	10	1	66
	Employed	20	12	18	9	5	64
	Continuing	12	10	4	3	1	30

As described in 9P2, MSTC works to provide students’ choices about which accredited two- and four-year institution might best serve their needs. Graduate survey results from 2012-13 indicate that 13% of graduates sought education from MSTC with the intention to transfer to another post-secondary educational institution. To assist students in meeting their transfer needs (Table 2R2f), the college currently offers more than 45 articulation agreements with other higher educational institutions offering associate degree graduates opportunities to pursue a bachelor’s degree.

Table 2R2f - Transfer Data to MSTC from UW; To UW from MSTC (2010-2013)

	FY10	FY11	FY12	FY13
To MSTC from UW	199	217	178	203
To UW from MSTC	147	131	134	124

Further strengthening this commitment is the recently signed “Universal Transfer Agreement” between the WTCS and UW System which identifies a series of core general education courses a technical college student may transfer with the assurance that they will satisfy general education or general degree requirements at the receiving institution. This recent legislation builds on a history of collaboration that has resulted in numerous transfer opportunities between the two systems’ institutions, which remain in effect. To illustrate, during the 10-year period from 2001-02 to 2010-11, the number of WTCS transfer students from the UW System has grown nearly 33% from 3,365 to 4,459.

2R3. How do your results for the performance of these processes compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

We recognize the need to improve processes used to collect and analyze performance results. The FY15 budget contains dedicated resources for an institutional research and planning position. The primary responsibility of this position will be data acquisition, analysis, and reporting to provide data to inform decisions that align with our Strategic Directions and Key Results.

Transition to the new Performance-Based Funding model (6R5 and 9R3) will present new opportunities for MSTC to measure its performance with that of other WTCS schools. In addition to measuring performance in typical areas such as graduate placement, colleges will now be measured on placement in high-demand occupations and service to business and industry, which will allow us to generate trend data and benchmark our progress in Accomplishing Other Distinctive Objectives, primarily economic and community development.

Our recent membership with the National Community College Benchmarking Project will provide additional opportunities to compare our results with similar size schools. Our primary evaluation loop remains people and businesses serviced, which is difficult to compare with other institutions.

2R4. How do your performance results of your processes for Accomplishing Other Distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

MSTC enjoys a positive relationship with many district stakeholders. MSTC leaders are actively engaged in formal relationships throughout the district. In addition, instructors, staff, and college leaders are actively engaged in many community organizations. This level of engagement demonstrates MSTC’s commitment and responsiveness to community needs through strengthening ties to communities and supporting economic and community development.

Each of our distinctive objectives helps strengthen our communities and the college itself by creating and maintaining a focus on workforce development. MSTC's funding under the Wisconsin WAT grant program has resulted in four consecutive years of supervisory training for district employers who are looking to invest in their current employees' professional development. This helps keep workers in our communities and helps business and industry prepare for staffing changes within their organization. The services provided in MSTC's ASC provide community members with the opportunity to earn a GED or HSED, which increases their employability and ultimately helps to build a stronger workforce and community. Unique partnerships with a variety of community organizations, chambers of commerce, and local municipal governments provide opportunities to enhance our communities through collaborative efforts, including recent community revitalization efforts resulting in the relocation of our Stevens Point Campus to downtown Stevens Point.

211. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Accomplishing Other Distinctive Objectives*?

MSTC has undertaken a series of systematic process improvements since 2010. These advances are grounded in MSTC's Mission, Vision, Core Values, and our desire to be responsive to the communities we serve. The importance of this responsiveness was reinforced as we worked to support economic and community revitalization following the national recession.

The college, responding to concerns from faculty and staff who sought more clarity in institutional priorities, identified Key Results and related metrics to help guide day-to-day operations and goal setting at college and individual levels. In 2014, we embarked on creation of a Strategic Plan. The process is designed for broad engagement of internal and external stakeholders and includes feedback from community and workforce partners whose contributions help us identify distinctive objectives. Data obtained through the strategic planning process will be applied in setting college priorities and direction, including activities related to economic/workforce and community development.

The Pathways Project represents another improvement in how MSTC supports community and workforce development. Through a collaboration with community agencies, we designed short-term training programs to serve individuals who participate in the FoodShare Employment and Training Program. These new pathways provide opportunities for individuals to complete their high school equivalency degree and transition into a certificate program designed to prepare them for one of four occupations (2P1).

212. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Accomplishing Other Distinctive Objectives*?

In 2013, we initiated a collegewide effort to create a culture in which employees are encouraged to think and act in the manner necessary to achieve the Key Results. Using culture management tools, employees actively engage in identifying improvement opportunities, research solutions and make decisions using informed empowerment. This culture, heavily steeped in employee engagement, is foundational to setting and attaining our Key Results. The cultural transition also emphasizes the value of innovation and each employee's ability to "Step Up" in identifying opportunities for us to better serve students and stakeholders through our traditional educational offerings as well as those services we provide that foster economic and community development.

Category 3: Understanding Students' and Other Stakeholders' Needs

MATURITY LEVEL: Aligned

OVERVIEW: MSTC considers our processes for Understanding Students' and Other Stakeholders' Needs as an area of strength. Located in central Wisconsin, we are a multi-campus technical college serving a resident population of 165,000 over a large, predominately rural geographic area (Appendix I). MSTC is an active leader in the development of central Wisconsin's workforce, providing relevant, convenient, affordable, high-quality education. Our commitment to stakeholder responsiveness is centered within our Mission and Vision and represents a recurring theme in our strategic direction. We view our maturity level in this category as aligned. We demonstrate coordination among departments and divisions and maintain a focus on the big picture as we work to stabilize processes for consistency.

Essential to Understanding Students' and Other Stakeholders' Needs is to first recognize the stakeholders we serve: credit and non-credit students, district residents/taxpayers, employers, internal stakeholders, PK-18, and accrediting agencies. We utilize formal surveys, student focus groups facilitated by the vice presidents of Academic Affairs and Student Affairs (VPAA/VPSA), staff outreach with community organizations, and program advisory committees as ways to identify changing needs of students and external stakeholders.

As an organization committed to meeting stakeholder needs, we regularly review our program offerings to respond to employer need and student demand. Vital to this responsiveness are our academic program advisory committees, whose members include more than 350 employers and employees representing 225 organizations. As a component of the 2014 strategic planning process, a comprehensive qualitative and quantitative survey was conducted of advisory committee members.

College efforts to improve our performance in Understanding Students' and Other Key Stakeholders' Needs include development of an annual Recruitment Plan, redefined roles within the Enrollment Management team, an updated MSTC website (including an online inquiry form), and expansion of available services within Student Services. Efforts to seek feedback from internal stakeholders include the Noel-Levitz Employee Satisfaction Survey (Appendix B), Campus Feedback Sessions, and implementation of the Culture of Accountability (CoA) (5P7).

PRIORITIES FOR IMPROVEMENT: As a college, we have identified a number of challenges facing MSTC stakeholders: a 31% decline in local manufacturing, a 2% growth in employment, a declining workforce, reduction in state aid, and a projected decline in the high school population. Recognizing these challenges, we have identified targeted areas of opportunity related to this category, including development of a formal Enrollment Plan (funded initiative in FY15), deployment of the Strategic Plan (8P1), addition of an institutional research and planning position (FY15), and enrollment in the National Community College Benchmarking Project. We believe these strategies, once fully implemented, will allow the college to identify best practices that allow us to achieve our Key Results. The strategic planning process has made us aware of an opportunity to further understand student needs and improve relationships with students by instituting a leaver survey that would allow MSTC to gather and analyze statistics related to attrition.

3P1. How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?

We believe that our processes remain robust and well designed (SS), as our last Systems Appraisal recognized. MSTC relies on the Noel-Levitz Student Satisfaction Inventory (SSI), focus groups, faculty

advising, end-of-course student feedback, Quality Review Process (QRP) for academic programs, Perkins Performance Indicators, and the Graduate Follow-up Survey to identify and understand changing student needs (*Core Component 4C*). Additionally, regular review of enrollment patterns and inquiry cards provide valuable information in projecting stakeholder needs.

College faculty and staff work collectively to better understand and respond to the changing needs of students. Our relatively small size allows Academic Affairs and Student Affairs employees, regardless of location, to work easily in tandem to best meet the changing needs of our student population. To illustrate, the early alert process (3P2, 1P15) bridges Academic Affairs and Student Affairs in a common pursuit. The newly formed Education Leadership Team (ELT) (8P1) provides another opportunity to enhance cross-functional collaboration (Appendix C).

Recognizing the value of SSI results, MSTC has strengthened the process of soliciting student feedback to include student focus groups facilitated by the VPAA and VPSA. These focus group discussions are conducted at each campus location to gain further insight into SSI survey results. Items categorized as “highest importance –greatest gap” serve as the catalyst for discussion. Realignment of program counselor availability to include an additional eight hours of coverage per week at Stevens Point Campus is an example of using student feedback to meet the changing needs of student groups.

In addition to collecting program data, a project led by Student Life and Career Services (Student Affairs) demonstrates our commitment to understanding student and stakeholder needs. This project involved students from the Marketing program. The outcome of the project included a reallocation of \$7,000 from the Student Activity budget to help support tutoring. A second outcome of the Marketing student research project found that students sought more hands-on learning activities related to Career Services. Consequently, funding was awarded to events such as Dress 4 Success, Shop 4 Free, one-on-one resume writing consultation, and districtwide job search seminars.

The Academic Success Center (ASC) tracks the changing demand for services to support developmental and Adult Basic Education (ABE) students through collection and evaluation of usage statistics. Partnerships with local agencies (e.g., area high schools, literacy councils, United Way organizations, and correctional facilities) provide valuable information regarding stakeholder needs that the ASC uses to prioritize services made available at all campus locations and throughout the district. An example to illustrate this is the Pathways Project (discussed in more detail in 2P1 and 2P2; results illustrated in Table 2R2e).

As described above, we established clear processes to gather data regarding the changing needs of MSTC stakeholders. We believe the institutional research and planning position (FY15) will provide an opportunity for us to formalize the collection and analysis of data to identify best practices that will then drive future decisions that contribute toward attainment of our Key Results.

3P2. How do you build and maintain a relationship with your students?

Student Centeredness, one of MSTC’s six Core Values, reflects strong relationships between students and MSTC employees. Recognizing our diverse student demographics (Table 3P2a), we have targeted strategies to help build a sense of community with students. Beginning with the first point of contact with MSTC through program completion, employees from throughout the organization have regular and purposeful interactions with students.

MSTC’s Enrollment Management team, including both new student specialists and a high school career coach, often serve as the first point of contact with prospective students. The Enrollment Management

team maintains a strong working relationship with high school personnel through a number of recruitment events offered throughout the year (Table 9R2a). The close relationship MSTC has developed with area employers, job centers, and workforce development agencies in central Wisconsin provides opportunities to reach the post-high school audience. Other methods of reaching prospective students include targeted media campaigns, direct mail, job fairs, social media, and phone calls.

Table 3P2a – MSTC Student Demographic (2012-13)

MSTC Student Demographics	
<ul style="list-style-type: none">• 77% part-time; 23% full-time• 59% female; 41% male• Average age is 28• 63% of program students are age 25+• 81% of students from in-district• 78% online students living in-district• 30% of 2009 high school graduates in MSTC's district enrolled in a technical college within 3 years	

Once admitted, low instructor-to-student ratios help to facilitate relationships between students and faculty. Each student has an instructor advisor who teaches in the student's program of study. Recognizing the value of instructor-student interactions, online courses utilize discussion boards, email, and other technology to engage and connect with students. The early alert referral process, while encouraged at any point in the semester, is formally implemented during the third and fifth weeks of the semester. Instructors refer students having difficulty in classes, providing specific details on progress and areas of concern. Student Support staff members contact the identified students to develop success strategies.

Student-driven opportunities for professional growth and development are facilitated through involvement in a variety of student activities. In addition to extracurricular opportunities at the program level, Campus Activities and Student Senate (C.A.S.S.) is present at all three college campuses, representing learning through involvement. C.A.S.S. represents the interests of all students by promoting student/faculty understanding and by encouraging staff participation in campus activities that concern, involve, or affect students. Each senate has an MSTC employee advisor who serves as a liaison to administration.

Technology remains an area of strength in our effort to connect with students. A recently redesigned website, updated password reset protocol, online textbook inquiry system, and updated student email accounts each provide an opportunity to strengthen our connections with students. The redesigned website allows both student and nonstudent stakeholders to learn about academic opportunities, support services, and MSTC events and activities. Based on consultation with Noel-Levitz, an online inquiry form was added to the website, which allows prospective students to quickly submit and receive information about MSTC programs. We also maintain a social media presence on YouTube and Facebook.

MSTC alumni are recognized as valuable stakeholders through the insights they share in response to the Graduate Survey, their contribution to the MSTC Foundation, and, in some cases, as an employer or through service on a program advisory committee.

The above processes describe how MSTC builds and maintains relationships with students. These processes, from the first point of contact to graduation and beyond, are well defined and reflect our Core Value of Student Centeredness.

3P3. How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs?

We have a number of processes in place, utilizing both qualitative and quantitative information, to analyze and respond to the changing needs of stakeholders (3P4):

Qualitative:

- Regular and purposeful meetings with key community and state leaders, including presidential business and industry visits, where information provided is used in decision making to respond to stakeholder needs
- Board of Directors (BOD) comprised of stakeholder group representatives, as required by statute, who provide feedback on community needs
- Staff membership in both local and state organizations, including some employees serving as a member of a board; membership allows staff to monitor local, state, and national trends impacting both key stakeholders and educational offerings
- Biannual program advisory committee meetings provide important feedback and relevant industry information to inform curricular and other program decisions
- Accreditation standards (HLC, WTCS, and program specific accreditation organizations)
- PK-18 partnerships, through which college employees gain valuable insight into changing needs of prospective students

Quantitative:

- Processes to collect, review, and act upon MSTC data (QRP, Technical Skills Attainment, Noel-Levitz SSI, Campus Feedback Sessions, Graduate Follow-up and Employer Follow-up surveys, enrollment trends, retention/persistence/graduation rates, Noel-Levitz Employee Satisfaction Survey) allow the college to monitor trends to make data-informed decisions impacting college direction

College leadership and academic staff regularly review our program mix to ensure we are responsive to employer need and student demand. Academic program advisory committee members serve as a vital part of occupational program development, sustainability, and continuous improvement. Direct, qualitative input from program advisory committees provides real time feedback on current trends, issues, and hiring patterns. In addition, committee members review program outcomes to ensure that programs remain up-to-date with industry standards (*Core Component 1D*).

Student Affairs is a valuable resource in our effort to respond to changing student needs. The student referral and incident reporting systems help to identify and track issues and concerns related to students. In response to data collected through these systems, Student Affairs has established processes to ensure responsiveness to stakeholders.

Identification and prioritization of stakeholder feedback are vital in our ability to respond appropriately and decisively to changing stakeholder needs. Our Key Results (8P5) and associated metrics allow for establishing priorities for action and for allocation of college resources. The Strategic Plan will provide a consistent path for response and will also help us share our priorities with stakeholders.

3P4. How do you build and maintain relationships with your key stakeholders?

MSTC builds and maintains relationships with a variety of key stakeholders, including students, district residents/taxpayers, employers, internal stakeholders, PK-18, and accrediting agencies. We believe building and maintaining these relationships is critical to the ongoing success of MSTC and, most importantly, our ability to contribute to workforce development within our district and its communities.

While all MSTC processes are designed to support development and maintenance of relationships, specific departments and divisions of the college may take the lead on ensuring these important relationships remain central to the work of the college.

Students: Connections with students begin from the moment they inquire about opportunities available at MSTC or interact with MSTC through a variety of recruitment activities. With the help of Noel-Levitz, we enhanced the processes for managing student relationships through strategic recruitment and enrollment management planning. While the Recruitment Plan defines specific activities and touch points, it, more importantly, provides a clear map of the processes used to engage students from inquiry to the point when they are enrolled and taking courses. The Enrollment Plan, while incorporating the Recruitment Plan, further delineates the processes by which we manage relationships with students to ensure retention, graduation, and successful placement in the workforce (*Core Component 4C*).

District Residents/Taxpayers: The residents of the MSTC District, many of whom provide important funding to the college as taxpayers, are also key stakeholders. The relationship with residents often is less formal than with individuals enrolled in credit-bearing coursework and programs. Residents often interact with us through community outreach activities and through the use of MSTC facilities. They may also connect with us through continuing education available to the general public or through our offerings that support the communities of our district (e.g., fire service training, traffic safety classes, and ABE offerings). Each of our campuses also offers the general public access to technology and other library resources. MSTC faculty and staff are supported in their service to community organizations and on boards, which provides another avenue for establishing relationships within the community.

Employers: As a technical college, relationships with employers drive the ongoing development and improvement of our occupational program offerings. All programs are mandated by the WTCS to establish and maintain academic program advisory committees to provide important feedback and relevant industry information used in decisions about curriculum and use of technology and equipment. These committees are comprised of both employers (those who supervise) and employees (those who perform the duties) of the occupation for which the program is preparing students. External program accreditation standards often further delineate the specific composition required of these groups. Relationships with employers not directly engaged in advisory committee activities are maintained through solicitation of feedback through processes, including Employer Follow-up and Clinical Affiliation surveys. MSTC representatives also serve in the capacity of board members for employers within the district (3P3), which enhances our understanding of the unique needs of stakeholders and further establishes solid relationships. MSTC also establishes and maintains relationships with the workforce development board and the three chambers of commerce within the district through ongoing dialogue and mutual service on committees.

Internal Stakeholders: Ongoing relationship building and maintenance with internal stakeholders remains a high priority for MSTC. As outlined in 4P11, 4P12, and 4P13, faculty and staff relationships are fostered through a variety of activities. Many of our faculty and staff also interact with the college through another stakeholder relationship, such as being an MSTC student or resident/taxpayer.

PK-18: PK-12 educational organizations within the district and other postsecondary education providers make up another key stakeholder group. Processes related to recruitment of students and articulation into MSTC serve as the foundation for relationships with PK-12 partners. MSTC partners with PK-12 schools, both public and private, to support their School-to-Career activities. MSTC faculty and staff also serve on school district committees. Admissions processes, including the use of a high school career coach, help foster ongoing relationships with PK-12 districts. MSTC faculty and staff maintain close relationships with other postsecondary education providers, particularly those who offer baccalaureate

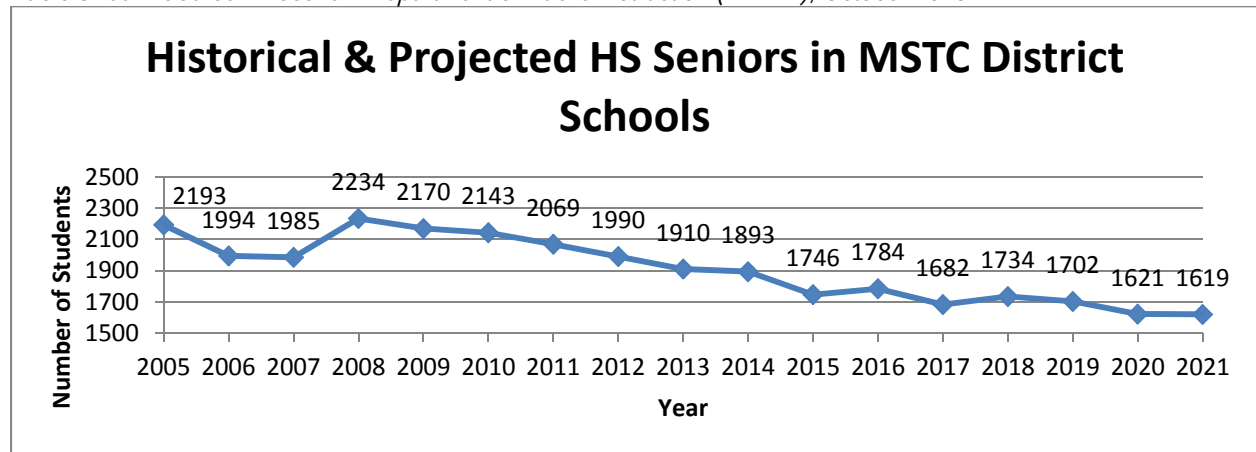
opportunities to MSTC graduates. These relationships are fostered by ongoing articulation discussions and through the involvement in one another’s advisory committees.

Accrediting Organizations: Relationships with the Higher Learning Commission (HLC) as well as with industry-recognized accreditors of select programs are of critical importance in serving students well. Relationships with accrediting bodies begin during program development. MSTC supports faculty and staff, both monetarily and through the allocation of staff time, to fully participate in activities that provide for development and maintenance of quality connections with accreditors, ensuring that MSTC is positioned to fully meet and exceed the expectations and ultimately provide the best career preparation for students. Likewise, MSTC prioritizes the relationship with institutional accreditors by providing monetary support and staff time to participate in key activities, such as annual meetings, assessment conferences, strategy forums, and related continuous improvement activities.

3P5. How do you determine if you should target new student and stakeholder groups with your educational offerings and services?

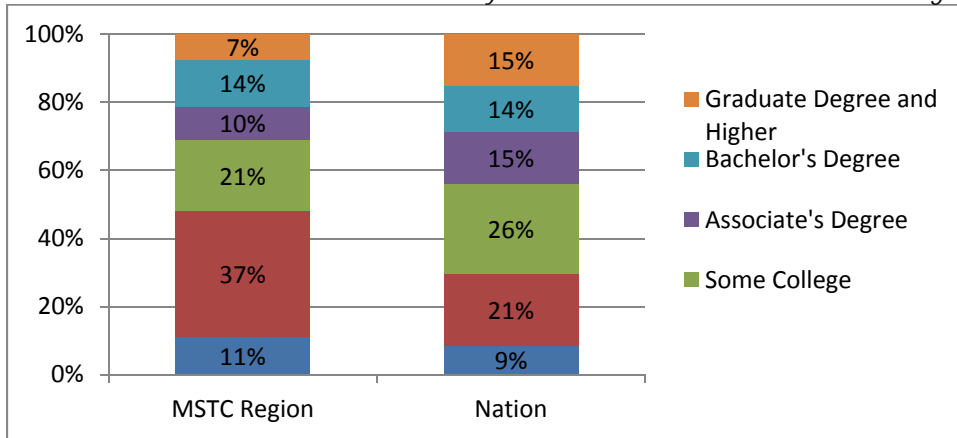
The process to identify new target groups is influenced by a number of factors: enrollment trends, academic program advisory committee input, labor market trends, articulation /transfer opportunities, and new or emerging fields (e.g., Health and Wellness Promotion program and Gerontology program). The Noel-Levitz Recruitment Marketing and Retention Analysis (2012) identified the need for MSTC to enhance processes aimed at recruiting student populations in addition to high school students. As projected by the Wisconsin Department of Public Instruction (WI-DPI), MSTC can anticipate a continued decline in the number of projected high school seniors in MSTC District high schools over the next decade (Table 3P5a). To fill the void created by declining high school populations, we must target new student stakeholder groups to ensure availability of a qualified workforce. One suggestion brought forward by consultants during the discovery phase of the strategic planning process is to target high school graduates who have yet to complete a postsecondary degree (Table 3P5b).

Table 3P5a – Source: Wisconsin Department of Public Instruction (WI-DPI), October 2013



The strategic planning initiative (8P1) discovery phase included a comprehensive environmental scan and assessment of internal and external stakeholders. Both qualitative and quantitative research was conducted, one component of which was identification of new student populations as well as new opportunities (stakeholders) in the region. Recommendations also included redefined workforce training to meet the needs of district stakeholders and to support student success, including any areas for reduction, expansion, or new programming in occupations for which MSTC is not currently training (Core Component 1D).

Table 3P5b – Percent Distribution of Adults by Educational Attainment in the MSTC Region and Nation



In addition to college-led initiatives, state and national mandates influence decisions to target new students or stakeholders. Recent changes in educational benefits for veterans, changes to the GED/HSED, and support for creation of Career Pathways help drive the educational offerings at MSTC (*Core Component 1D*).

The annual Recruitment Plan was implemented in FY14. As we look forward, alignment of the annual Recruitment Plan with MSTC’s Strategic Plan will help ensure that MSTC resources support achievement of the Key Results.

3P6. How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

Complaint information is collected through multiple informal and formal processes. We are committed to fostering a positive educational environment for students and providing a resolution at the lowest level whenever possible. Students are asked to discuss concerns with their instructor, program counselor, dean, or associate dean in an attempt to resolve issues or complaints informally before proceeding to a formal process. Formal academic (final grade, credit for prior learning, financial aid, graduation, and student account) and nonacademic (student conduct) appeal processes are outlined in the College Catalog, which is distributed at Smart Start (college orientation). Details on these processes are also outlined in the Student Planner/Handbook, which is distributed at the start of each semester and is available throughout the academic year at all campus and Student Affairs offices.

The Director of Student Support is designated as the student complaint contact. The complaint process differs from the academic and nonacademic appeal process and provides students with a point of contact if they do not know where to go with their concerns. The Director of Student Support offers guidance and advocacy, refers students to appropriate personnel, or may act as an intermediary with the appropriate unit of the college in addressing the student’s concern.

Management team members informally hear complaints from students, instructors, counselors, or other personnel through personal meetings, phone calls, or emails. Meetings with program advisory committee members, employers, and community contacts also provide avenues for hearing stakeholder concerns. The Student Senate offers an open forum for students to share concerns with

administration. Student forums hosted by the VPAA and VPSA offer another avenue for students to voice complaints.

Action on complaints is shared directly with the complainant and staff involved. If the complaint was informal, the action will be shared verbally. If the complaint was formal, a response, both verbal and written, will be issued within the specified timeframe.

In addition to the internal complaint process, students who attend a WTCS college may file complaints in three categories relating to consumer protection, licensure, and quality associated with state or accreditation requirements. This process complies with the expectations set forth by the Department of Education. MSTC also provides concrete processes for the reporting and investigation of student and employee harassment and discrimination complaints. These processes are outlined in written publications, including the College Catalog and Student Planner/Handbook, as well as on MSTC's website.

3R1. How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

Achieving our Key Results requires that we seek and respond to feedback from our students and other key stakeholders. MSTC uses the following systematic processes to identify areas of student satisfaction and dissatisfaction:

Students:

- Composite course evaluation data
- Noel-Levitz SSI (Table 3R2a)
- Graduate Follow-up Survey (Table 3R2b)

Employers:

- Employer Follow-up Survey (Table 3R4a)
- Program Advisory Committee Survey

Internal Stakeholders:

- Noel-Levitz Employee Satisfaction Survey (Appendix B)

Informal, yet valued, sources of stakeholder satisfaction include Campus Feedback sessions, focus groups with VPAA/VPSA, community outreach by both the Executive Team and college employees, and PK-18 partnerships (9R1).

3R2. What are your results for student satisfaction?

MSTC gathers data on student satisfaction through the administration of the Noel-Levitz Student Satisfaction Inventory (Table 3R2a), student focus groups, course evaluations and the graduate follow-up survey (Table 3R2b). The Noel-Levitz SSI results are analyzed by college staff, presented to employee and student groups and the Board of Directors, and then posted to The Source. As discussed in 3P1, MSTC strengthened the process of soliciting student feedback to include student focus groups facilitated by the VPAA and VPSA. Course evaluations are completed by students each semester for all courses offered at MSTC. Results are then shared with the instructor by the program supervisor.

In addition to the Noel-Levitz SSI, MSTC conducts a graduate follow-up survey each year as another tool to monitor student satisfaction. As depicted in Table 3R2b, graduates consistently rank their level of satisfaction with MSTC at 95% or higher.

The College utilizes the results of the Noel-Levitz SSI, course evaluations, focus groups and the graduate follow-up survey to strengthen academic offerings and student support initiatives as well as influence process improvements throughout the college.

Table 3R2a – Noel-Levitz SSI

Scale	Spring 2012			Spring 2010			Mean Difference
	Import	Satisfaction/SD	Gap	Import	Satisfaction/SD	Gap	
Student Centeredness	6.00	5.60/1.06	0.40	6.01	5.62/1.00	0.39	-0.02
Instructional effectiveness	6.21	5.55/1.02	0.66	6.24	5.62/0.97	0.62	-0.07
Responsiveness to Diverse Populations		5.47/1.21			5.58/1.09		-0.11
Campus Support Services	5.25	4.86/1.10	0.39	5.31	4.95/1.04	0.36	-0.09
Safety and Security	5.71	5.20/1.11	0.51	5.72	5.10/1.01	0.62	0.10
Academic Advising/Counseling	6.05	5.48/1.18	0.57	6.08	5.46/1.14	0.62	0.02
Admissions and Financial Aid	5.94	5.31/1.05	0.63	5.97	5.35/1.01	0.62	-0.04
Academic Services	5.94	5.42/1.03	0.52	6.03	5.54/0.93	0.49	-0.12
Registration Effectiveness	6.05	5.50/0.94	0.55	6.09	5.52/0.91	0.57	-0.02
Service Excellence	5.88	5.40/1.02	0.48	5.93	5.43/0.96	0.50	-0.03
Concern for the Individual	6.09	5.46/1.17	0.63	6.11	5.51/1.05	0.60	-0.05
Campus Climate	5.96	5.51/1.00	0.45	6.00	5.54/0.94	0.46	-0.03

* - statistically significant at .05 (5 chances in 100 that the difference in scores is due to chance)
 ** - statistically significant at .01 (1 chance in 100 that the difference in scores is due to chance)
 *** - statistically significant at .001 (1 chance in 1,000 that the difference in scores is due to chance)

Table 3R2b – Graduate Follow-Up Survey (Sources: WTCS and MSTC Graduate Success Brochure)

	MSTC 2011		WTCS 2011		MSTC 2012		WTCS 2012		MSTC 2013		WTCS 2013	
		%		%		%		%		%		%
Total Number of Graduates	1,095		27,186		1004		27,313		916		26,700	
Total Respondents	627	57%	18,036	66%	620	62%	18,450	68%	527	58%	17,554	66%
Satisfied or Very Satisfied		96%		97%		95%		97%		98%		97%

3R3. What are your performance results for building relationships with your students?

Our Noel-Levitz SSI results outline our performance results for building relationships with our students as reported in 3R2 above. Through our strategic planning process, we have recognized that a leaver survey would allow us to gather and analyze statistical data related to attrition, thus helping us to further understand student needs and improve relationships with them.

3R4. What are your performance results for stakeholder satisfaction?

Results of stakeholder satisfaction are collected and analyzed on both a formal and ad-hoc basis. Not unlike other institutions of higher education, MSTC utilizes the Employer Follow-up Survey (Table 3R4a) and Employee Satisfaction Survey (Appendix B) to gather data regarding stakeholder satisfaction.

Employer Stakeholders:

Those programs that use clinical sites collect feedback on student performance and information on how a student’s clinical experience can be improved.

Table 3R4a – Employer Survey Likely to Hire Graduate

Hire graduate?	2006			2010			2014		
	Yes	No	Maybe	Yes	No	Maybe	Yes	No	Maybe
Statewide	95%	0%	5%	93%	0%	7%	IP	IP	IP
MSTC	98%	0%	2%	93%	0%	7%	IP	IP	IP

Qualitative measures of stakeholder satisfaction are also gathered from academic program advisory committees. One advisory committee role is to give feedback on program graduates and to recommend changes to a program to meet professional or occupational needs. In February 2013, a new formal Program Advisory Committee survey was conducted of more than 350 members from 26 advisory committees. Respondents provided feedback on college strengths, weaknesses, opportunities, and threats. Results of the survey, along with other discovery phase results, will be utilized to improve services and satisfaction of students and other stakeholders.

Internal Stakeholders:

As discussed in Category 4, MSTC conducted the first Employee Satisfaction Survey in 2012 as a means for gaining concrete evidence related to how employees view campus culture, institutional goals and decision making, and the work environment. The survey also provided feedback on institutional priorities and allowed us to identify strengths and opportunities for improvement in work processes and activities (Table 4R2b).

3R5. What are your performance results for building relationships with your key stakeholders?

Category 9 (9R2) provides performance results for building relationships, both internal and external, with key stakeholders.

3R6. How do your results for the performance of your processes for Understanding Students' and Other Stakeholders' Needs compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

MSTC continues to compare data with other higher education organizations in order to benchmark performance and set improvement goals. Enrollment trends, Perkins Performance Indicators, cost per FTE (Table 8R4c) and WTCS program scorecard data are among the results evaluated. Additionally, SSI results are compared against other colleges in the WTCS and nationally (Table 1R6c).

Table 3R6b – Projected FTE Comparison Example (Week 47)

Projected FTE	Week 47								
	Lakeshore Technical College			Mid State Technical College			Wisconsin Indianhead Technical College		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Associate Degree	1594.13	1505.73	1395.60	1879.19	1698.26	1657.02	1740.20	1761.51	1583.87
Technical Diploma	219.23	238.30	244.07	254.42	229.32	233.40	673.41	645.81	676.88
Vocational Adult	88.57	78.16	78.67	51.54	45.25	42.10	194.52	186.33	175.22
Apprenticeship	18.27	24.27	29.70	19.93	17.00	21.40	3.05	2.26	4.37
Community Services	0.77	1.41	2.26	1.03	0.75	0.40	43.32	33.52	31.24
Basic Skills	293.20	261.53	235.63	121.93	126.20	107.23	101.43	99.67	91.87
Total	2214.17	2109.40	1985.93	2328.04	2116.77	2061.55	2755.93	2729.08	2563.44

Table 3R6c – WTCS Program Scorecard (Core Component 4C)

Accounting Program, 10-101-1				
Indicator Type Name	Indicator Code Name	Threshold	Target	Actual
State	C200 Course Completion	56.06	72.51	60.53
	C400 Special Populations Course Completion	47.57	72.27	53.00
	C600 Minority Course Completion	41.10	66.32	42.86
	F200 Second Year Retention	52.77	69.67	65.57
	F400 Third Year Retention	30.60	52.12	49.33
	F600 Third Year Graduation	10.36	34.98	29.33
	F800 Fifth Year Graduation	23.00	45.22	38.60
	I300 Job Placement – All Employment	78.47	98.58	93.75
	I600 Job Placement – Related Employment	45.42	78.68	68.75
College	M150 Retention	80.00	87.50	72.95
	N200 Program Enrollment	30.00	60.00	164.00
	S400 Graduate Satisfaction	2.99	3.55	3.35

311. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students' and Other Stakeholders' Needs?

The development of our annual Recruitment Plan and its subsequent deployment represents a significant improvement in the design of processes that will assist in our ability to respond to the changing needs of our students and stakeholders. Historically, we experienced strong enrollment growth with passive recruiting methods. Demographic changes within the district, paired with increased competition for students, demand the shifting of paradigms related to recruitment activities.

Recognizing continued changes in our student demographics, we are in the early stages of formalizing Career Pathways for students. Current articulation agreements with area high schools (Transcripted Credit) and university baccalaureate programs, coupled with newly created Career Pathways, will guide student progression through programs, with clear entry and exit points, up to degree completion. Further illustrating our commitment to the changing needs of our stakeholders are expanded points of service in Student Services, including financial aid career counseling, increased service to veterans, and expanded availability of tutoring and career services.

The 2012 Noel-Levitz Employee Satisfaction Survey (Table 4R2b) represents our commitment to seek formal feedback from all employees. While we previously sought employee feedback in a variety of informal ways, the use of the Satisfaction Survey provides an opportunity to gather quantitative data that can be used to compare performance with other AQIP institutions. In addition, the results of this survey can be used to make data-informed decisions which support achievement of the Key Result, Employee Engagement.

We recognize the need to improve processes used to collect and analyze performance results. The FY15 budget contains dedicated resources for an institutional research and planning position. The primary responsibility of this position will be data acquisition, analysis, and reporting to provide data to inform decisions that align with our Strategic Directions and Key Results. With improved processes for data collection and analysis, the Education Leadership Team, a cross-functional working group, will examine results to design improved processes and activities targeting achievement of Key Results.

312. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students' and Other Stakeholders' Needs?

In 2013, we initiated a collegewide effort to create a culture in which employees are encouraged to think and act in the manner necessary to achieve our Key Results. Using culture management tools, employees actively engage in identifying improvement opportunities, research solutions, and make decisions using informed empowerment. This culture, heavily steeped in employee engagement, is foundational to setting and attaining our Key Results. We are confident this culture, along with our Core Value of Student Centeredness, will enhance our commitment to designing structures and processes that support student and stakeholder responsiveness.

Category 4: Valuing People

MATURITY LEVEL: Aligned

OVERVIEW: Our Mission is inclusive of all key stakeholders, including employees. Since 2010, we have taken a critical look at our processes which support Valuing People. We believe our processes, results, and improvements for Valuing People demonstrate that our maturity level in this category is aligned as we demonstrate stable, consciously managed, and regularly evaluated systems.

An identified opportunity in the 2010 Systems Appraisal Feedback Report was the need to seek a direct measurement of the campus climate/employee perception. In 2012, we administered the first ever Noel-Levitz Employee Satisfaction Survey as a means for gaining concrete evidence related to how Mid-State Technical College (MSTC) employees view campus culture, institutional goals, decision making, and work environment. The results provided valuable feedback on institutional priorities and allowed us to identify strengths and opportunities for improvements in work processes and activities.

In 2013, we embarked on a journey to create a culture in which employees were encouraged to think and act in a manner necessary to achieve the Key Results. The model is based on managers taking the lead in creating an environment and culture of One College where employees Innovate, Be Real, Step Up, Build Trust, Maximize Strengths, and Take Charge in order to positively impact our Key Results of Student Success, Organizational Effectiveness, and Employee Engagement. Through the cultural transition, employees and managers have participated in training to learn how we can achieve our Key Results through the deployment of Cultural Shifts (Table 4-O).

Table 4-O – MSTC Cultural Shifts

One College I positively impact our Key Results through my daily actions.	
Be Real I give and receive meaningful, timely, and focused feedback.	Maximize Strengths I build on our strengths and share experiences.
Build Trust I earn trust through my actions and open communication.	Step Up I actively address challenges and pursue opportunities.
Innovate I take strategic and calculated risks.	Take Charge I make informed decisions and act decisively.

PRIORITIES FOR IMPROVEMENT: As mentioned, the 2012 Noel-Levitz Employee Satisfaction Survey marked the beginning of our commitment to seek concrete evidence of employee satisfaction. Through continued deployment of this instrument, we look forward to developing trend data to allow for more thorough analysis and understanding of employee satisfaction. Future initiatives will continue to focus on efforts to achieve the Key Results, those that will align with our new Strategic Plan, and those that will continue to demonstrate the value we place on our employees while helping move MSTC toward an integrated level of maturity.

4P1. How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?

MSTC strives to attract, retain, and develop individuals with the appropriate credentials, skills, and values to support the Strategic Directions and achieve our Key Results. Hiring managers identify the necessary

qualifications for positions, including occupational experience, academic preparation, and affective traits. Managers are responsible for ensuring that all faculty and staff meet criteria consistent with the Wisconsin Technical College System (WTCS) certification requirements, external credentialing standards, and Higher Learning Commission (HLC) expectations.

Since 2010, job descriptions have been developed for all positions. Job descriptions outline the job summary, duties, and responsibilities; qualifications (e.g., competencies, WTCS certification requirements, and MSTC's six Core Values); mental requirements; working conditions; and physical demands. Current job descriptions for all positions are available on The Source and are maintained by Human Resources (HR). Each year during the performance appraisal process, managers and employees review job descriptions to ensure they are accurate and up to date.

4P2. How do your hiring processes make certain that the people you employ possess the credentials, skills, and values you require?

MSTC uses the Targeted Selection (TS) hiring system, which is based on the premise that past performance is the best predictor of future performance. This system assists MSTC in assessing the behavior, motivation, and knowledge of candidates. Individuals involved in the hiring process participate in TS training.

As open positions occur, the hiring manager and HR review the job description prior to posting the job to ensure that it accurately reflects the nature of the job and the credentials, skills, and values required to successfully fulfill the position's responsibilities.

HR reviews candidate materials to ensure they meet the minimum qualifications related to education and work experience. Hiring managers further review application materials and select candidates for further consideration. Interview teams typically consist of the hiring manager, an HR representative, and two other managers with expertise or knowledge of the position's duties. During the interview process, interviewers gather three general types of information about the candidate, using behavioral-based interview guides. Data gathered includes work/educational history/certification/skills, specific experiences, and interests/desires.

The TS system assists the interview team in making hiring decisions based on job-related capabilities and information gathered through the interview, and it helps eliminate interviewing inconsistencies. The process uses clearly-defined decision points to aid in hiring the best candidate with the credentials, skills, and values required to successfully perform in the position.

Additional steps in the faculty hiring process include a teaching or skills demonstration and verification that the candidate meets WTCS and any applicable external accrediting standards. Prior to an employment offer, MSTC verifies education and work experience of candidates for all positions (*Core Component 3C*).

4P3. How do you recruit, hire, and retain employees?

We use a variety of recruitment sources to attract a qualified and diverse applicant pool. Sources used include local and regional newspapers, MSTC's website, Wisconsin JobNet and other Wisconsin-based employment sites, online job boards, and educational, minority, and occupation-specific journals and websites. MSTC periodically runs generic ads in minority publications to create awareness and generate interest in MSTC as an equal opportunity employer. MSTC's recruitment typically includes an internal job posting to provide new opportunities to current staff.

As outlined in 4P2, we deploy a systematic hiring process facilitated by HR. A representative of HR participates in all aspects of the employment process to give guidance, provide equal opportunity for all applicants, and ensure a nondiscriminatory process.

While competitive salary and benefits contribute to employee satisfaction, many additional factors are integral to employee longevity. Based on recommendations from the 2010 Systems Portfolio, we initiated the use of the Noel-Levitz Employee Satisfaction Survey (Appendix B) to help identify and measure satisfaction. To specifically measure achievement related to Employee Engagement, one of our Key Results, the Employee Engagement Survey (4R2b) utilizes five questions from the Noel-Levitz Employee Satisfaction Survey to identify strengths and weaknesses and opportunities for improvement.

Ongoing professional development is also a critical component of retaining team members. We utilize a well-established in-service process which annually provides training and development opportunities for MSTC employees. The annual Collegewide In-Service, Faculty In-Service, and College Initiative Day programs feature opportunities for networking and sharing of best practices along with training on specific topics such as assessment of learning, accountability, Key Results, and safety. On an individual basis, each employee annually identifies professional development goals and works with the supervisor to identify resources required to achieve the objectives. The college provides a centralized professional development fund to which employees can apply if monetary support is required.

4P4. How do you orient all employees to your organization's history, mission, and values?

We recognize the importance of onboarding to employee retention. All new employees participate in a two-day orientation scheduled during the employee's first month with the college. The program is designed to give new employees an understanding of MSTC, including how our history, Mission, and Vision fit into "WE are MSTC." The purpose of the orientation is to provide an opportunity to meet with MSTC leadership, learn more about departments throughout the college, and tour the Wisconsin Rapids, Marshfield, and Stevens Point campuses. In addition, new employees are oriented to the Key Results, Cultural Shifts, and Core Values (Appendix A, Table 4-0, Table 5P1a). HR also provides a thorough introduction to employee compensation and benefits for new team members.

Recognizing the value of attracting and retaining well-qualified adjunct instructional staff, we developed an online orientation for adjunct instructors. The new Employee Orientation for Adjuncts was launched in 2012. This orientation process streamlined distribution of orientation materials and provided 24/7, just-in-time access to critical information.

4P5. How do you plan for changes in personnel?

Individual departments and divisions engage in personnel planning in conjunction with the annual budgeting process. Need for instructional staff is determined by assessing factors, including teaching assignments of existing instructors, stakeholder needs, potential growth, and planned attrition. Other staffing needs are evaluated based on changes to work demands within departments and divisions. As position vacancies occur, executive sponsors work with the department or division supervisor to analyze needs and determine if a position will be re-filled or if work will be carried out in an alternate manner. As described in 5P9, we invest in the development of future leaders of the college through onsite leadership development training, program leadership opportunities for faculty, and sponsorship of selected staff to attend the Wisconsin Leadership Development Institute (WLDI).

The Executive Team projects staffing changes and analyzes future staffing needs throughout the year. This dynamic process is impacted by retirements, resignations, and other factors such as program

expansion and new program development. We recognize an opportunity to design proactive methods for preparing for personnel changes and ensure sharing of institutional knowledge essential to daily operations.

4P6. How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

MSTC designs work processes and activities so they contribute both to organizational productivity and employee satisfaction by targeting efficiencies and ensuring employee work is worthwhile and meaningful. Employees are encouraged to work with their supervisor and others within their division/department to focus on improving work processes and activities for efficiency and to better serve the needs of students and stakeholders.

MSTC administered its first Employee Satisfaction Survey using the Noel-Levitz instrument in 2012 as a means for gaining concrete evidence related to how employees view campus culture, institutional goals and decision making, and work environment. The survey also provides feedback on institutional priorities and allows us to identify strengths and opportunities for improvement in work processes and activities.

Results from the 2012 Noel-Levitz Employee Satisfaction Survey indicated that employees were unclear about institutional priorities and therefore were unsure what processes and activities were of the highest priority. Based on that feedback, the Executive Team led a collegewide effort to identify our priorities, which resulted in creation of the Key Results. The three Key Results, Student Success, Organizational Effectiveness, and Employee Engagement, were validated by faculty and staff, and employees helped select related metrics. To assist in achieving the Key Results, employees are encouraged to demonstrate Cultural Shifts (4-O) in their daily work in an effort to increase efficiency and improve their overall satisfaction.

In addition, MSTC continues to use cross-functional, action project teams to specifically target processes and activities for continuous improvement. Project teams identify processes that are not well established or systematic and work to define, deploy, and evaluate new or refined strategies for achieving measurable outcomes. Establishment of the Education Leadership Team (ELT) (Appendix C) represents expanded opportunities to enhance productivity by ensuring communication throughout the organization.

4P7. How do you ensure the ethical practices of all of your employees?

MSTC clearly defines and upholds expectations for the ethical practices of all employees as recognized in the last Systems Appraisal (SS). Integrity is one of MSTC's Core Values (Table 5P1a). This Core Value is a requirement for each position at MSTC and is one of the performance dimensions evaluated annually during the performance appraisal process.

MSTC's Board of Directors (BOD) policies, District Board Member Code of Ethics, and District Employee Code of Ethics address ethical practices for BOD members and MSTC employees. Ethical behavior is also defined and communicated via college policies and procedures. All employees confirm, in writing, that they have reviewed and understand the policies. Through their instructional role, faculty apply college policies related to academic honesty and integrity and responsible use of information resources. These policies are communicated to students via course syllabi, College Catalog, Student Planner/Handbook and the MSTC website (*Core Component 2E*).

College processes also support ethical practices. All employees are required to complete Workplace Harassment Training to ensure ethical interactions with employees and students. Audit procedures, such as supervisory approval of travel expenses and purchasing card usage, also ensure ethical use of college resources. Managers regularly participate in leadership development sessions (4P9) focused on performance management topics. Segments of these sessions annually provide updates on specific ethical topics such as employment law, managing difficult behaviors, and alcohol and drug use (*Core Component 2A*).

4P8. How do you determine training needs? How do you align employee training with short- and long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Several sources of data are used to determine training needs for both instructional and non-instructional staff. Employee performance appraisals and individual goals, Collegewide In-Service and training evaluations, environmental scanning, employee feedback, and emerging topics/technology all drive plans for employee training. Additionally, our Key Results provide opportunities to help prioritize training topics and resources.

WTCS requirements for certified staff, along with external program accreditation standards, also assist us in determining training needs. Certified employees (instructors, counselors, instructional supervisors) participate in Collegewide In-Service, College Initiative Days, and other staff development opportunities that are aligned with our short-term goals, such as use of technology and learning assessment, while also fulfilling certification requirements. In addition, training opportunities are aligned to support long-range plans by focusing on topics related to organizational development and continuous improvement.

The development of Key Results has, as anticipated, helped us formally identify training needs of employees in both instructional and non-instructional departments. The development of a Strategic Plan will further establish the process for determining, aligning, and prioritizing training needs, since it forms the foundation for our Academic, Recruitment, Technology, Facilities and other long-range plans.

4P9. How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Our Mission, transforming lives through the power of teaching and learning, is inclusive of all key stakeholders, including employees. Training and staff development are essential to continuous improvement of each individual employee and the organization as a whole. We provide ongoing in-house training to all employees on established priorities (4P8). Each employee sets individual and professional development goals as part of the performance appraisal process, which helps determine priorities for training participation. In addition to ongoing training conducted throughout the year, a Collegewide In-Service is held each year. This all-staff event was deployed in 2012 in direct response to the Employee Satisfaction Survey. Four to five days per year are set aside for Faculty In-Service, College Initiative Days, and Division Planning Days, featuring training for instructors and instructional supervisors.

MSTC provides all employees with access to professional development funding and educational stipends. This centralized resource is distributed to applicants who demonstrate that the training or learning activity in which they wish to participate is tied to attainment of Key Results or other MSTC priorities. Individual department budgets also support instructional staff training required by occupational and program accreditation. A Leadership Development Series (LDS) was developed to help prepare and support managers in leading MSTC in a changing environment.

Ongoing training for employees is conducted by both internal and external facilitators, depending on the topic. We invest in an Employee Development Center (EDC) that features two full-time employees who provide instructors and staff with software, instructional technology, curriculum, and related training. In addition to group training opportunities, learning is reinforced through individual interactions with the EDC team, who provide onsite support at all three campuses.

4P10. How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services?

Our ability to achieve our Key Results depends on the individual performance of every employee, which ultimately drives department/division and college success. To ensure success, a performance management system was designed to:

- Build a high performance workforce and recognize performance excellence
- Provide ongoing performance management rather than a one-time event
- Lay the foundation for a relationship based on mutual respect and trust between an employee and manager
- Establish two-way communication that results in a genuine performance dialogue
- Involve both the manager and the employee in planning and measuring performance
- Define clear expectations for performance, standards, and measures

The performance appraisal process includes four phases:

Phase 1: Define Goals and Set Expectations

Our BOD establishes Strategic Directions every three years, which serve as the basis for the Key Results. Through the performance appraisal process, employees define individual goals that align with the Key Results. In addition, well-defined job descriptions assist in establishing clear expectations.

Phase 2: Provide Ongoing Coaching and Feedback

Throughout the process, managers and employees continually discuss job performance and progress towards goals and objectives.

Phase 3: Evaluate and Rate Job Performance

A performance rating is used to identify an employee's performance in any given performance dimension (same dimensions used in the hiring process, as referenced in 4P1), in demonstration of Core Values, and in his/her overall performance.

Phase 4: Conduct Performance Appraisal and Performance Appraisal Discussion

Performance appraisal discussions provide both managers and employees the opportunity to discuss job tasks, encourage and recognize strengths, identify and correct weaknesses, and discuss positive, purposeful approaches for meeting goals and job expectations. During the year-end review, employees and managers also review the job description to ensure it accurately reflects the position.

An Employee Guide and a Manager Guide to Performance Management were developed to help employees and managers understand the performance appraisal process. All employees annually participate in the performance management process with the guidance of their supervisor. New employees joining MSTC review their job description and the performance appraisal template, discuss expectations with their supervisor, and set individual goals within the first 60 days of hire. To assist in

further aligning the performance management system with our Key Results, the 2015 performance appraisal will incorporate the Cultural Shifts (*Core Component 3C*).

4P11. How do you design your employee recognition, reward, compensation, and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

We strive to attract, retain, and develop individuals with the appropriate skills to support the Strategic Directions and achieve the Key Results. A recent compensation study of administrative, professional, technical, management, and facilities positions confirmed that our compensation is competitive with other educational institutions and is above average for MSTC's geographic location.

Despite budget challenges, we continue to offer a comprehensive benefits package, including health, dental, vision, long-term disability, and life insurance; a flexible spending account; a health savings account; a tax-deferred savings option; participation in the Wisconsin Retirement System; holidays; paid leave; opportunities for professional growth and development; educational assistance; Employee Assistance Program (EAP); and a wellness program. Within the past few years, we managed benefit costs by providing incentives for employees to choose lower-cost, high-quality health insurance plans.

Employee performance is formally reviewed at least once each year (4P10). The focus of the review is to determine at what level the employee met the performance expectations and goals for their position. Merit pay is used to reward successful performance. Employees who receive an overall rating of "solid" on their performance appraisal are eligible for an increase. Increases are not granted to employees whose performance received an overall rating of "unsatisfactory." Employees who receive an overall rating of "exceptional" are eligible for an additional increase.

We formally recognize the accomplishments of employees through the performance appraisal process. Employees are also formally recognized for their contribution to MSTC through Years of Service awards. Informally, all employees are encouraged to recognize the work of others by providing "focused recognition." This recognition may occur through an email, via a focused recognition card, or by other means. This form of recognition is designed to be ongoing and is tied directly to the Cultural Shifts, which helps to positively reinforce behaviors that will lead to achievement of the Key Results.

4P12. How do you determine key issues related to the motivation of your faculty, staff and administrators? How do you analyze these issues and select courses of action?

Key issues related to motivation are determined through the use of the Noel-Levitz Employee Satisfaction Survey. Initiated in 2012 with the goal of better assessing and understanding motivation issues, we plan biennial formal administration to assist in development of trend data and enhanced opportunities to benchmark against other institutions. The survey results are communicated to all employees and evaluated to establish priorities. A cross-functional focus group was convened to evaluate the results and make recommendations for improvement.

To align with our Key Results, we selected five indicators from the Noel-Levitz Employee Satisfaction Survey to help gauge the progress made in the Employee Engagement Key Result (Table 4R2b). Two times per year, an informal assessment is conducted to see whether progress is being made in the five indicators. Results are shared and reviewed with employees.

Another way MSTC identifies key issues related to motivation of employees is through a Cultural Assessment (Table 4R2a). The Cultural Assessment measures the level of improvement with respect to culture and progress made toward achieving the Key Result of Employee Engagement. Results of the

Cultural Assessment are reviewed and analyzed by supervisors to assist in understanding strengths and weaknesses and to assist in setting priorities for improvement activities. The results of the Cultural Assessment are shared with all employees along with details on actions being taken. In addition to the quantitative methods for determining key issues, MSTC gathers qualitative data on employee motivation via Campus Feedback sessions. Through these sessions, employees have an opportunity to discuss key issues directly with the Executive Team.

4P13. How do you provide for and evaluate employee satisfaction, health and safety, and well-being?

Our last Systems Appraisal recognized the robust and well designed (SS) processes in this area, which have been further enhanced during this portfolio period. As explained in 4P12, MSTC uses the Noel-Levitz Employee Satisfaction Survey to measure employee satisfaction. The survey results are communicated to all employees and evaluated by managers to gain an understanding of issues of importance to employees. A cross-functional focus group was convened to further evaluate and make recommendations for action.

MSTC recognizes that employee health, safety, and well-being are integral to their satisfaction. As part of its benefit package, MSTC has an EAP, which provides confidential assistance to employees with personal issues, and wellness and mental health benefits through our health insurance provider (4P11). Employees receive safety information and training in a variety of ways, including in-services and meetings, as well as electronic and hardcopy distribution. New employees participate in a two-hour session on safety and conflict management. Each year all employees are asked to review a conflict management training video designed specifically for the MSTC community. We provide all required safety training and ensure that affected employees participate annually in bloodborne pathogen and hazardous communication training. Our safety program provides plans for Hazardous Communication, Chemical Hygiene, Disaster Recovery, Bloodborne Pathogens, and AEDs. We purchased MSDS Online to manage and organize Safety Data Sheets (SDS), ensuring that we have the most up-to-date SDS for all chemicals used at each campus location.

In 2012, we revitalized our wellness program and formed a Wellness Team. The team created a structured, sustainable, and results-based wellness program which encourages and motivates employees to make healthy choices and maintain a healthy lifestyle. The Wellness Team, a cross-functional team representing all employee groups, determines the focus and type of wellness activities and initiatives to offer based on analysis of data (Table 4R2d).

4R1. What measures of valuing people do you collect and analyze regularly?

MSTC uses several measures of Valuing People that are collected and analyzed regularly, including:

- Employee Satisfaction Survey (Appendix B)
- Cultural Assessment (4R2a)
- Employee Engagement Survey (4R2b)
- Exit interview ratings
- Employee Wellness Needs & Interest Survey (4R2d)
- New Employee Orientation Evaluation (4R2e)

The employee satisfaction survey is one assessment used to measure performance related to Valuing People (4P12). With a focus on Employee Engagement, we selected five indicators from the Noel-Levitz Employee Satisfaction Survey (Table 4R2b) to help gauge progress made in this area. An informal check is conducted biannually on progress made. Additionally, Valuing People is measured through the

Cultural Assessment survey (Table 4R2a). The Cultural Assessment measures the level of improvement we are experiencing with respect to our culture and the progress we made toward achieving our Key Result of Employee Engagement.

MSTC participates in a number of compensation and benefits surveys and receives comparative data from the local market and WTCS. This information is analyzed to ensure MSTC continues to offer competitive wage and benefit packages.

4R2. What are your performance results in valuing people?

One quantitative method for measuring MSTC’s performance in Valuing People is the Cultural Assessment Survey (4R2a), which allows us to measure movement toward achievement of Cultural Shifts and a transformed culture.

Table 4R2a – Cultural Assessment Survey Results

Strengths	Average Rating	Opportunities	Average Rating
Clearly defining and communicating the Key Results	7.84	Making cross-functional teamwork a significant strength	5.17
Viewing managing culture as a top priority	6.94	Creating a high level of trust throughout the organization	5.04
Sufficiently grasping the vision and direction of the organization	6.82	Courageously telling the truth to one another about difficult topics	5.02
Demonstrating Step Up in our daily work	6.57	Demonstrating Build Trust in our daily work	5.43

To specifically measure achievement related to Employee Engagement, one of our Key Results, the Employee Engagement Survey (4R2b) utilizes five questions from the Noel-Levitz Employee Satisfaction Survey. We utilize results from these questions to track progress and compare performance with other institutions.

Table 4R2b – Employee Engagement Survey Results

Question	MSTC 2012	MSTC 2014	AQIP Colleges
The type of work I do on most days is personally rewarding.	4.08	4.24	4.11
The work I do is appreciated by my supervisor.	3.82	4.12	3.91
The work I do is valuable to the institution.	3.93	4.44	4.02
There is good communication between employees and administrators.	3.05	3.4	3.15
Employees take pride in their work.	4.06	4.22	3.85

MSTC conducts exit interviews with retiring or departing employees (26 since April 2010) to determine employee satisfaction throughout the employee’s career with MSTC. The exit interview focuses on the employee’s satisfaction related to working environment, manager relationships, compensation and benefits, and development opportunities. Results of the exit interviews are shared with the employee’s manager and leadership team (Table 4R2c).

Table 4R2c – Exit Interview Results (April 2010-Spring 2014)

Scale	Extremely Dissatisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Extremely Satisfied
Terms & Conditions					
Salary	0%	9%	4%	26%	61%
Insurance (health, dental, vision, life)	0%	0%	0%	9%	91%
Paid time off	0%	0%	17%	9%	74%
Retirement benefits	0%	0%	8%	13%	79%
Employee services (EAP, direct deposit, fitness center, cafeteria)	0%	0%	25%	17%	58%
Employment conditions	0%	4%	8%	33%	54%
Access to flexible working arrangements	8%	13%	13%	38%	29%
Job/Role					
Definition of your role and responsibilities	0%	4%	4%	50%	42%
The nature of the work required in your role	0%	8%	0%	29%	63%
Opportunities for advancement and development	8%	25%	29%	13%	25%
Performance Review and Development process	13%	17%	8%	54%	8%
Ability to provide input into issues that affected your job	21%	17%	17%	21%	25%
Work Environment					
Office/work environment	0%	8%	0%	25%	67%
Equipment, tools, work space, technology used to do your job	0%	0%	4%	46%	50%
Hours worked	0%	17%	8%	25%	50%
Geographic location	0%	8%	17%	0%	75%
Management					
Communication of College direction and policy	8%	8%	21%	46%	17%
Feedback on your performance	8%	8%	8%	38%	38%
Communication of decisions and other issues affecting you	17%	21%	13%	38%	13%
Effectiveness of your immediate manager	8%	13%	8%	29%	42%
Contacts with management above supervisory level	4%	17%	17%	38%	25%

Our redeployment of wellness initiatives relies on collection of participation, as well as satisfaction results, to ensure continuous improvement. In addition to satisfaction with programming, we track beliefs related to wellness to determine if the initiatives are meeting employee expectations.

Table 4R2d – Employee Wellness Needs & Interest Survey

	2013	2012
Satisfaction with Wellness Program	Very satisfied – 37% Somewhat satisfied – 31% Neutral – 29% Somewhat dissatisfied – 1.3% Very dissatisfied – 0%	Very satisfied – 10% Somewhat satisfied – 31% Neutral – 52% Somewhat dissatisfied – 5.9% Very dissatisfied – 1%
Believe organization cares about employee health and wellness	Agree – 84% Neutral – 13% Disagree – 1%	Agree – 64% Neutral – 30% Disagree – 5%

Our new onboarding initiatives are measured using new employee orientation surveys. Results will continue to be trended as the program matures.

Table 4R2e – New Employee 2-Day Orientation Survey

New Employee Orientation 2013-2014	
Prior to arriving, did you know what to expect?	91% - Yes
Did you feel prepared for your first day?	100% - Yes
I gained an understanding of different divisions/departments	0% - Disagree
Overall rating of new employee orientation	95% - Excellent

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?

The metrics by which we are measuring progress toward achieving our Key Results is evidence of the productivity and effectiveness of employees. Progress toward achievement of Key Results is monitored regularly and is available on The Source via the Key Results dashboard (Appendix A).

All faculty, staff, and administrators participate in the annual performance appraisal process through which their contributions to Key Results are discussed and their progress toward achievement of goals is reviewed. Beginning with the 2013-14 review period, all employees established and worked to achieve individual goals aligned with our Key Results, including the identification of appropriate metrics.

4R4. How do your results for performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

As discussed in 4P12, biennial formal administration of the Employee Satisfaction Survey will assist in development of trend data and enhanced opportunities to benchmark the results against other institutions.

Informally, we benchmark our wellness program against other WTCS and higher educational organizations within the state, as well as against district employers. MSTC’s results are above average in terms of what is provided for employees related to health and wellness. This is measured through discussions with health departments and other organizations.

4I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People? How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

Since 2010, we have made strategic investments in Valuing People. The college recognized a need to formalize several processes and methods to collect, analyze, and apply information to help guide decision making. While faced with a decrease in state aid, a decline in enrollment, a decrease in financial aid, an increase in health care costs, a decrease in the operational budget, and a decrease in the number of employees, MSTC leadership recognized the need to invest in creating alignment within our culture in order to continue fulfilling our Mission and Vision. After learning about CoA at the 2012 Continuous Quality Improvement Network (CQIN) Conference, we embarked on a journey to transition our culture to a CoA (Table 4-O).

Other recent improvements in Valuing People include:

Employee Satisfaction Survey: In 2012, MSTC administered its first Employee Satisfaction Survey using

the Noel-Levitz survey tool (Appendix B). The Employee Satisfaction Survey, deployed in direct response to the 2010 Systems Portfolio feedback, has resulted in the gathering of data which forms the basis for several continuous improvement initiatives.

Performance Management: In 2011, we modified the performance appraisal process. The most notable change modified the rating scale from a five-point rating scale (Exceptional, Exceeds, Meets, Below, and Unacceptable) to a three-point rating scale (Exceptional, Solid, Unsatisfactory). A “Developing” rating was made available to employees who have been in a position for less than 12 months. Additionally, in 2011, we developed guides to help employees and managers understand the performance appraisal process.

Wellness Program: 4P13

New Employee Onboarding: 4P4

Campus Feedback Sessions and “See it with Sue”: In 2013 and 2014, the Executive Team hosted a series of campus feedback sessions designed to discuss key issues and gather feedback on a variety of topics. Additionally, MSTC’s president hosted “See it with Sue” conversations with employees to provide her with feedback on the Key Results, Cultural Shifts, and our cultural transition.

412. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in <i>Valuing People</i> ?

In 2013, we initiated a collegewide effort to create a culture in which employees are encouraged to think and act in the manner necessary to achieve the Key Results. Using culture management tools, employees actively engage in identifying improvement opportunities, research solutions, and make decisions using informed empowerment. This culture, heavily steeped in employee engagement, is foundational to setting and attaining our Key Results. In January 2014, MSTC initiated a collegewide process to develop an integrated and comprehensive five-Year Strategic Plan. The goals of this plan are to establish a road map of integrated strategies and measurable outcomes and to support our efforts to build a CoA aligned with our Mission and Vision.

Category 5: Leading and Communicating

MATURITY LEVEL: Systematic

OVERVIEW: Mid-State Technical College (MSTC) has made significant improvements in Leading and Communicating. Since 2010, we have implemented a process that ensures Board of Directors (BOD) and college policies are current, accessible, and communicated to employees. Our new integrated planning, budgeting, assessment, and improvement model aligns with and supports our Mission. Communication processes have expanded with intentionality to ensure that MSTC's Mission and Core Values are broadly understood and that communication barriers are dismantled. Qualitative results are obtained from both external and internal stakeholders through a variety of surveys, forums, and feedback sessions. Stakeholder feedback is summarized and major themes identified, prioritized, and shared. The Key Results dashboard has allowed us to broadly communicate progress on college priorities.

We have made investments to prepare employees to take on enhanced leadership roles within our organization. Leadership Development Series (LDS) sessions and the Culture of Accountability (CoA) series have a strong leadership emphasis and, because they run concurrently, accelerate learning and organizational change. Infrastructure changes are in place to expand collaboration and cooperation between and among departments. Informed empowerment, Education Leadership Team (ELT) membership expansion, solve-and-dissolve teams, and our Cultural Shifts are key infrastructure components driving Leading and Communicating performance. Many of our Leading and Communicating processes and strategies are new and have not fully taken root; thus we are in the systematic level of maturity.

PRIORITIES FOR IMPROVEMENT: Our continuous improvement plan for this category includes 1) providing clarity around decision-making roles of various college groups and 2) completion of a comprehensive strategic plan to set and communicate college direction.

5P1. How are your organization's mission and values defined and reviewed? When and by whom?

The composition of MSTC's nine-member BOD and the method of member selection are defined in Wisconsin State Statutes. While BOD members come to their volunteer service with a perspective informed by their community of interest, they have the responsibility to become familiar with district, state, and national trends having an impact on higher education and workforce development, and to govern through collective, rather than individual, decisions. As described in 5P5, the BOD's process for defining and reviewing the college Mission is established by its policy review schedule. Twice a year, they participate in a full-day working session (Board Advance) for the purpose of discussing topics pertinent to their function as policy makers for the college and acquiring the perspective necessary to set Strategic Directions. Topics presented and discussed include economic and workforce trends, current legislation, college and state initiatives, and environmental data. It is during one of these full-day sessions each year that they review the college's Mission and Vision. The BOD adopted the current Mission and Vision statements in 2012 and reviewed them in 2013 (Appendix D). (*Core Component 1A*).

MSTC's Core Values (Figure 5P1a), initially developed with input from over 200 MSTC employees in 2002, have been endorsed by the BOD. In 2011, employees affirmed and further defined the Core Values through participation in Campus Feedback Sessions and utilization of an online feedback instrument. Previously, review of Core Values has been on an as-needed basis. Going forward, their review and confirmation will be conducted in conjunction with the strategic planning process every five years. *Core Component 5C is contained in 5P6.*

Figure 5P1a – MSTC Core Values



Core Value	Statement
Student Centeredness	We value and respect all students as unique individuals. We assist students in realizing their educational goals and work hard to create a dynamic learning environment. Providing students with a positive educational experience is of vital interest to each of us.
Commitment	Our actions reflect our dedication to the people we serve and to the college. The success of MSTC depends upon our skills and abilities to communicate, promote, and support our educational offerings, and meet the needs of our students and other stakeholders. We invest the time and energy necessary to fulfill the mission of the college and provide a healthy and safe environment.
Accountability	We understand and value our individual roles in the college. We take responsibility for processes, decisions, and outcomes within our scope of influence. We work hard to apply our expertise to continuously improve our systems and strengthen organizational performance.
Respect	We appreciate individual differences and diverse opinions and work together to create a mutually supportive environment. We treat each other with dignity and appreciate individual contributions regardless of position within the college.
Integrity	Our actions and words signal the institutional integrity of our college. We embrace honesty and base our decision making on a combination of high ethical standards and practical considerations.
Exceptional Service	We create and improve relationships through positive interactions with others. United by a common purpose, to support and improve learning, we collaborate to provide lifelong learning opportunities that enhance the well-being of individuals, businesses, and communities.

5P2. How do your leaders set directions in alignment with your mission, vision, values, and commitment to high performance?

The governing philosophy of the BOD, as stated in its Governance Process policy, is: “Lead, direct, control, and inspire the organization through the careful establishment and communication of broad written policies reflecting the Board’s vision. The Board’s major policy focus will be on the intended long term impacts outside the operating organization, not on the administrative or programmatic means of attaining those effects.” Every three years, during the Board Advance described in 5P1, the BOD develops a set of Strategic Directions (Figure 5P2a) tied directly to MSTC’s Mission, Vision, and Core Values and also aligned with the Strategic Directions of the Wisconsin Technical College System (WTCS). In turn, the president’s annual performance goals align with the Strategic Directions (*Core Component 1A/Core Component 2C*). *Core Component 5C is contained in 5P6.*

Figure 5P2a – MSTC Strategic Directions 2012-14

Strategic Directions 2012-2014

- MSTC offers high-quality programs and services that are relevant, flexible and promote student success.
- MSTC supports the dynamic and diverse economic and employment needs of the area.
- MSTC embraces its organizational effectiveness through the pursuit of excellence and continuous improvement.
- MSTC cultivates and engages diversity through the recruitment, retention and development of students and employees.
- MSTC is a recognized leader and essential educational partner.

Long-term Strategic Directions are established by the BOD. In 2013, the Executive Team established a process to strengthen each employee's connection to the Strategic Directions. Early in 2013, MSTC engaged with Partners in Leadership to assist in shifting the culture in a way which would lead to higher performance. Partners in Leadership conducted an online organizational assessment, which revealed that MSTC managers perceived a lack of strategic direction. Similarly, feedback provided through our first Noel-Levitz MSTC Employee Satisfaction Survey indicated a need for leadership to provide a clearer sense of purpose. In response to that feedback, the Executive Team used an inclusive process in 2013 to identify three Key Results: Student Success, Organizational Effectiveness, and Employee Engagement. These Key Results align with Strategic Directions and lay the foundation for a five-year Strategic Plan that is currently under development. The 15-member College Strategic Plan Coordinating Committee (CSPCC) was formed to:

- Serve as a steering committee for the Strategic Planning Initiative
- Ensure representation of all areas and campuses of the district in developing the college's Strategic Plan
- Serve as a resource to the Strategic Planning Consultant
- Provide input and feedback throughout the process of Strategic Plan development
- Support alignment of the Strategic Plan with our Strategic Directions, Vision, Mission, Core Values, Goals, and Key Results
- Keep students, student success, and service to the MSTC region at the center of discussion during plan development
- Exemplify quality Employee Engagement, and strive for improved Organizational Effectiveness during plan development
- Focus efforts toward a future college model of integrated planning, and an ongoing, dynamic strategic planning process
- Serve as a communicating body to the rest of the internal MSTC community

(Core Component 1A)

The Strategic Plan will serve as the vehicle through which integrated planning, which is described in Category 8, will occur throughout the college *(Core Component 5C)*.

5P3. How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups?

Since 2010, we have developed a new stakeholder needs assessment process. The process begins with a more robust schedule of business and industry visits conducted by the president, college staff involvement in the workforce development board, participation at the Executive Team level in a regional alliance of higher education institutions, hosting meetings for K-12 staff at all levels, and meetings with academic program advisory committees. In 2014, a district-specific environmental scan was conducted by Economic Modeling Specialists International (EMSI), in coordination with the strategic planning process. The scan included internal and external stakeholders; quantitative and qualitative data; district and student demographics; business and industry growth; present and future workforce needs associated with existing and possible new college instructional program offerings; and an analysis of state, regional, and national trends in educational initiatives.

Other ongoing methods of gathering stakeholder information include student satisfaction surveys, graduate surveys, and employer surveys. The nationally-normed Noel-Levitz Student Satisfaction Survey is administered at MSTC every other year. Results are delineated by campus and by academic division. In 2014, results will also be reported by program for the first time.

MSTC graduates are surveyed six months following graduation and again five years following graduation. The Employer Follow-up Survey is conducted every four years to collect data on employers' perceptions of recent WTCS graduates. The survey asks employers to rate graduates' attributes on how well they meet the employers' expectations for entry-level positions.

The next step of development is to regularize how the results of these various methods of assessing stakeholder needs are integrated into the strategic planning process.

5P4. How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

The leadership team engages in peer learning with other colleges in the region and nationally, identifying best practices and innovation for early adoption at MSTC. For example, design of the Learning Commons at the new Stevens Point Campus, where the Academic Success Center, library resources, and tutoring are integrated, and the piloting of three redesigned classrooms which allow for enhanced use of technology are both the result of awareness created through the Wisconsin Technical College District Boards Association (WTCDBA).

In order to remain current within the shifting landscape of higher education nationally, college leaders participate in the Association of Community College Trustees (ACCT). One way in which MSTC fosters cross-functional leadership is through participation in the Continuous Quality Improvement Network (CQIN). Each year, CQIN identifies a group of Learning Partners from across other sectors such as manufacturing, service, or health care. These partners all perform at very high levels and willingly share their successful strategies, methods, processes, and approaches with CQIN member institutions and organizations to provide implementation-ready ideas on how to improve. CQIN members learn directly from the partners at both a CEO Forum/Reps Meeting in the spring and at CQIN's annual Summer Institute, at which time member institutions and organizations have the opportunity to bring teams of academic, operations, and administrative staff to learn better ways to produce student and business success. Beginning in 2015, MSTC's president will serve on the CQIN Executive Committee.

At the executive leadership level as well as at the dean level, collaboration with other WTCS colleges is similar to the ways in which BOD members interact through the WTCDBA. The president and each vice president participate with statewide peers in meetings that are held several times per year. For the vice

presidents of Academic Affairs (VPAA) and Student Affairs (VPSA), these meetings are targeted at supporting and promoting learning.

MSTC's organizational structure encourages and supports collaboration essential to a focus on students and learning. To enhance a strong focus on students and learning, the VPAA and VPSA collaborate extensively. These two vice presidents are responsible for the majority of MSTC operations and over 80% of MSTC services. The equality of these two positions promotes collaboration throughout all levels of Academic Affairs and Student Affairs.

MSTC also has managers with dual responsibilities in both Academic Affairs and Student Affairs. In MSTC's multi-campus environment, campus deans manage functions in both student affairs and academic affairs. This dual responsibility creates a greater awareness of, and appreciation for, the integration of Academic Affairs and Student Affairs processes crucial to quality learning experiences and student support.

Collaboration in support of students and learning is also built into the organizational structure through the composition of the ELT. Co-chaired by the VPAA and VPSA, ELT is comprised of deans, associate deans, and directors of Student Affairs, Enrollment Management, and other related support services. The purpose of this committee is to provide dynamic leadership for quality teaching, learning, and associated academic service.

<p>5P5. How do you make decisions in your organization? How do you use teams, task forces, groups, or committees to recommend or make decisions, and to carry them out?</p>

Collaborative decision making occurs at all levels of the organization, beginning with the BOD. Each of the three BOD committees (Finance & Audit, Academic & Human Resources, and Facilities & External Relations) is chaired by a BOD member and staffed by an Executive Team member. Employees from various levels within the organization will report to these committees prior to action by the BOD as a whole. Each committee chair reports to the entire BOD during each meeting.

Strategic-level decisions are made by the BOD. Representation in composition of the BOD complies with Wisconsin State Statutes and the Wisconsin Administrative Code. Candidates for BOD positions are appointed by an external committee of County Board Supervisors. The majority of MSTC BOD members have served for over 10 years, providing them with a solid understanding of the college, its strengths, and challenges. Newly-appointed MSTC BOD members receive a comprehensive orientation by the Board Chair and Executive Team members. Ongoing development occurs during annual Board Advances and participation in state and national activities. BOD officers are elected annually and rotate after two years to develop broad expertise among members.

BOD decisions are made in accordance with BOD policies. BOD policies are grouped into four areas: Board-President Relationship, Executive Parameters, Goals and Strategic Directions, and Governance Process. In 2011, BOD and college leadership undertook a comprehensive review and modification of longstanding BOD policies. Subsequent to the adoption and publication of the new policies, a formal review process was established to keep these policies fresh and contemporary (Table 5P5a). This process was implemented in 2012 and ensures that BOD Policies are kept current (*Core Component 5B*).

Table 5P5a – Board Policy Review Schedule

Board Policy Review Schedule Biennial Review – Beginning July 2012				
MAY - JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER
Executive Committee: <i>Review Group 1 for change proposals</i>	Board: <i>Information Item in Committee-of-the-Whole</i>			Board: <i>Action Item</i>
MSTC Finance and Human Resources Departments: <i>Review Group 2 for change proposals</i>		Board: <i>Information Item in Finance & Audit and Academic & Human Resources Committees</i>		Board: <i>Action Item</i>
Executive Committee: <i>Review Group 3 for change proposals</i>			Board: <i>Information Item in Committee-of-the-Whole</i>	Board: <i>Action Item</i>
Board Policies for Review				
Group 1 (Taken from Policy Sections: Board-President Relationship, Executive Parameters and Goals and Strategic Directions)	Group 2 (Taken from Policy Sections: Executive Parameters and Governance Process)	Group 3 (Taken from Policy Section: Governance Process)		
<ul style="list-style-type: none"> Assessing College Effectiveness Delegation to the President President's Responsibilities Communication & Counsel to the Board General Executive Constraints College Mission and Vision College Purposes Strategic Directions 	<ul style="list-style-type: none"> Asset Protection Budgeting-Forecasting Financial Condition College Budget Process Purchasing and Procurement Policy Compensation and Benefits Human Relationships Code of Ethics Board Policy Creation & Review 	<ul style="list-style-type: none"> Board Committees Board Member's Role Board Officers Board Planning and Agenda Board Responsibility Chairperson's Role Governance Commitment Governing Philosophy Secretary's Role Treasurer's Role Vice Chairperson's Role 		

All BOD and administrative policies are housed on The Source, the college's internal website, making them readily accessible and available for all employees and therefore strengthening communication.

Some decision-making processes are defined by state statute and others by the WTCS. For example, the processes for approval of new academic programs or discontinuation of programs are defined in the WTCS Educational Services Manual. Those decisions are ultimately made by the WTCS Board (WTCSB). At MSTC, the program development or discontinuation process begins within an academic department, based on input from academic program advisory committees and from faculty, before moving to the Executive Team and MSTC BOD.

Figure 5P5b – Decision-Making Delineation

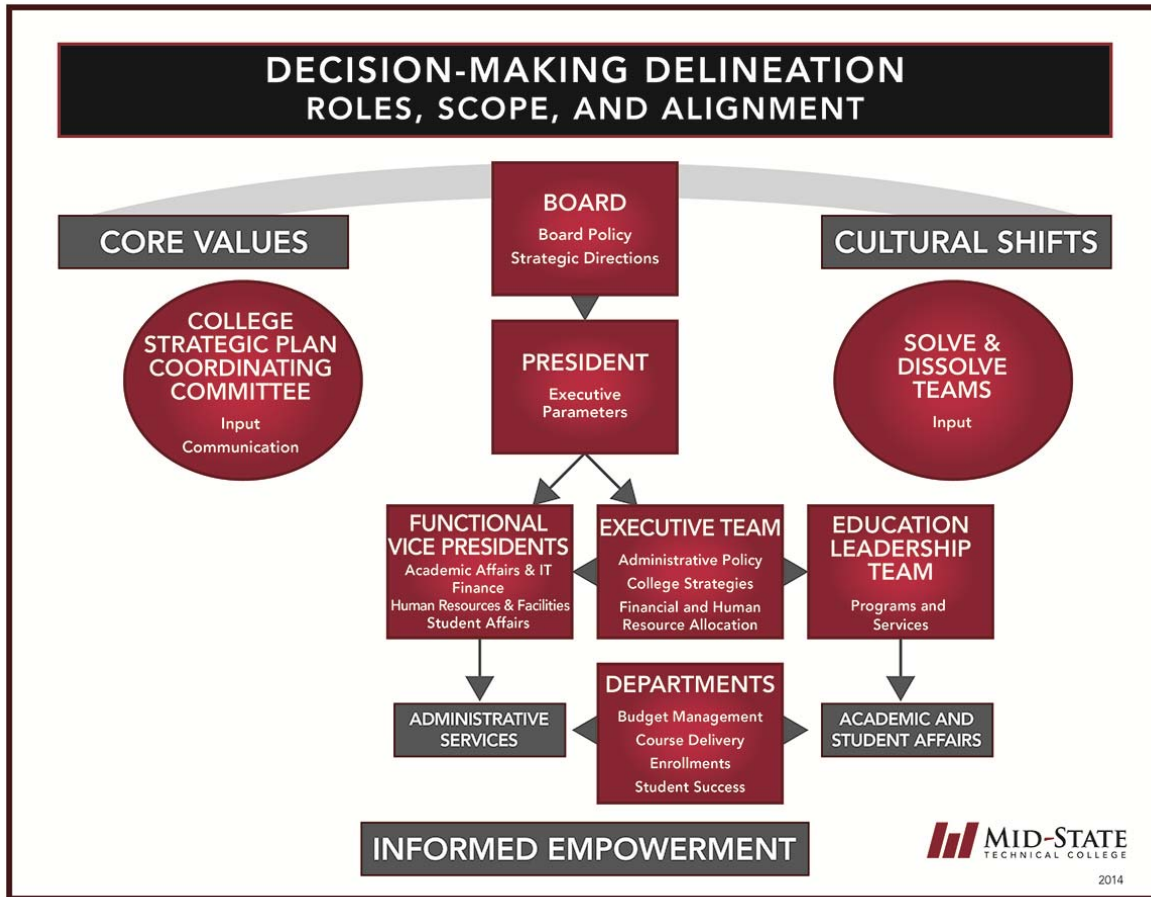


Figure 5P5b depicts the delineation of decision making at MSTC. The underpinning of the college’s decision-making model is informed empowerment by those closest to the situation. MSTC’s definition of informed empowerment is, “A culture where employees are motivated to *see it, own it, and solve it* with an understanding that in order to *do it* there must be alignment with the department/division direction, plan, and goals and the college’s Key Results.” (*Core Component 5C*)

MSTC uses teams and work groups to make decisions at multiple levels in the organization. For example, ELT approves processes related to curriculum, admissions, credit for prior learning (CPL), and advising. Work groups which involve others beyond ELT membership are convened for specific tasks. The work group develops recommendations for action by ELT.

MSTC intentionally does not utilize a large number of standing committees. Instead, to ensure efficiency and flexibility, a solve-and-dissolve approach is used for many teams. Teams form in response to an improvement opportunity, engage appropriate stakeholders, evaluate the issue, implement process changes, monitor the results of the change, and dissolve when a solution is in place. Initiatives with a large college impact have a sponsor from the Executive Team to ensure the team’s direction is aligned with MSTC’s Key Results.

An area for growth in the future is to further clarify decision making at the operational level.

5P6. How do you use data, information, and your own performance results in your decision-making processes?

College-level, consortium-level, and WTCS-level data have long been readily available. With establishment of three Key Results, it became clear to all employees that we have measurable goals to be achieved through daily decisions we each make. Metrics have been identified by which achievement of the Key Results will be measured. They include course completion, semester-to-semester retention, FTE increase, cost per FTE, and improvement on select questions in the employee satisfaction survey. Progress toward achieving those results is reported via the high-level Key Results dashboard (Appendix A). A data mining and analytical tool, Rapid Insight, was purchased in 2012 to provide data which can be used in budgeting and daily decision making. Retention metrics are broken down by department, program, and course and are available through Rapid Insight reports.

Beyond the Key Results metrics that all employees are tracking, specialized data is utilized within functional areas of the college. MSTC is part of a consortium of three colleges (Wisconsin Indianhead, Lakeshore, and Mid-State—WILM) for data warehousing and reporting through PeopleSoft and Cognos. In addition to cost sharing, the shared data gathering system allows for benchmarking. Examples of information used routinely to guide decision making are included in Table 7P5a.

Data are used to establish and monitor budgets. Revenue (e.g., tuition and enrollment projections, property valuation, and grants) and expenditure forecasts are important tools for budget development. Forecasting is also used to project end-of-year results and to determine if interim budget adjustments are necessary. Forecast reports are available to managers 24/7 and are shared periodically with the Executive Team and BOD. Monthly reports for budgets, grants, contracted services, and enterprise services are distributed to deans and department heads and reviewed by the Vice President of Finance (VPF) (*Core Component 5C*).

Some data are gathered and reported at the WTCS level for all 16 colleges. All WTCS colleges report information to the WTCS through a database called Client Reporting. That information is useful for internal decision making as well as for decision making at the WTCS level, particularly as it relates to resource allocation. A graphic depicting how the college measures the effectiveness of its data management system can be found in Table 7P2a.

The WTCS also utilizes Client Reporting data as part of its Quality Review Process (QRP). A standard set of program quality indicators forms the basis for the QRP. Target scores as well as threshold scores are identified, based on performance of all similar programs within the state system. Rather than being a prescriptive approach to program evaluation, the process is driven by those faculty and staff most familiar with the program reviewing the data trends, conducting a root cause analysis, identifying where improvements are desirable, developing an action plan, and sharing action plans and best practices with other WTCS colleges through a web-based repository.

While QRP indicators are standardized throughout the WTCS, a set of WILM-specific indicators were identified as part of an AQIP action project in 2010. Consortium members chose indicators that could be meaningfully compared, based on input from instructors, staff, and other stakeholders. Those indicators are part of MSTC's Program Performance Plan (PPP) and will be used to make decisions about program budgets, staffing, and sustainability (*Core Component 5C*).

While there are strong processes at the grass roots level in utilizing data to make decisions, and there is now a focus on Key Results at the collegewide level, these pieces need to be pulled together and integrated into a decision-making system. The FY15 budget contains dedicated resources for a research

position. The primary responsibility of this position will be data acquisition, information and analysis to allow us to make the best decisions that are in alignment with our Strategic Directions and Key Results.

5P7. How does communication occur between and among the levels and units of your organization?

Communication occurs between the BOD and its constituencies, at the collegewide level among all staff, and between and among various departments.

MSTC's BOD conducts meetings, which are open to the public, at each of the four MSTC locations at least once per year. This practice creates opportunities for the BOD to interact with employees from each site, see the facilities, and hear direct feedback from meeting attendees from area communities. Public notices and agendas are sent to area media in advance of BOD meetings, and meeting minutes are posted monthly in MSTC's official newspaper. Video recordings of the meetings are sent to four public access stations (Adams, Marshfield, Stevens Point, and Wisconsin Rapids) and aired on those communities' public access channels during various times and days. Meeting agendas and minutes are also posted on our webpage for community access, and on The Source for internal review.

In 2012, a Collegewide In-Service was conducted for the first time. Previously, employee groups had separate in-service days. By bringing all groups together on one campus, a focus on everyone's connection to the Mission is strengthened. In addition to Collegewide In-Service, Faculty In-Service is conducted once a year. Two days each year are set aside as College Initiative Days. In 2013, those days were used for CoA training and a Centennial Open House, which featured hands-on activities to showcase all programs and services. All employees from all campuses converged in one location to host a celebration, which was attended by 500 area high school students and staff and 200 community visitors.

Division Planning Days are held twice a year. Those days are a time when faculty from all campuses can collaborate beyond the bounds of their departments. Student and support service staff frequently provide information or training during these days.

The amount and quality of two-way communication has intentionally been increased as a result of the move toward a CoA. For example, the president conducts "See it with Sue" sessions, which are open to all employees in small group settings. In 2013-14, 80 employees participated in the 18 sessions hosted by the president. The major themes identified in those sessions were summarized and distributed collegewide. The themes focused on what's working and what's not working with implementation of CoA. Identified themes include: CoA has created a common language; CoA tools encourage employees to give feedback, have difficult conversations, and bring ideas forward, regardless of their position in the college; CoA opens dialogue between supervisor and employees so that people are heard; and some employees still find it personally challenging to give constructive feedback even with CoA tools. Sessions which formerly were referred to as "Campus Conversations" and which did not allow for much two-way communication have been replaced by Campus Feedback Sessions. In the 2013-14 academic year, eight such sessions were conducted with a total of 153 employee participants. Executive Team members travel to each campus for these sessions. Finally, icons representing each of the seven Cultural Shifts were selected from designs submitted by employees. This was yet another way in which communication among all employee levels has been fostered.

The flow of input and communication between and among departments is depicted through the Decision-Making Figure contained in 5P5b. Beyond communication for purposes of decision making, there has been an increased effort to expand communication in order to achieve our Key Results. The first Noel-Levitz Employee Satisfaction Survey (Appendix B) was administered in 2012. In order to better understand responses generated from the instrument, a cross-functional focus group was convened to

evaluate the data, provide insight into the responses, and identify areas for potential action plans. The focus group identified communication as the one common thread running through all areas of opportunity for improvement. A communication improvement plan was developed and incorporated as a goal into each supervisor's performance appraisal for 2013-14. The goal is for managers to regularly meet with direct reports on an individual basis and as a department, share information with direct reports regarding initiatives and projects, provide opportunity for direct reports to learn more about other areas of the college, and support an "open door" culture. These efforts to strengthen communication between and among departments will enhance organizational effectiveness and employee engagement.

5P8. How do your leaders communicate a shared mission, vision, and values that deepen and reinforce the characteristics of high performance organizations?

MSTC's Mission, Vision, and Core Values are prominently displayed in all campus locations, as well as on our website. They are included in job position descriptions, introduced during new employee orientations, and incorporated into annual performance appraisals. The Mission and Vision are included in the email signature template, on the back of table tents used for various meetings, and incorporated into various communication pieces for stakeholder groups. Mission and Vision statements, approved in 2012, are concise and memorable.

While the college's Mission, Vision, and Core Values have been visible and incorporated into various methods of communication, it was not until work began on creating a CoA that expectations for high performance became explicit. Through development of Key Results and identification of the seven Cultural Shifts (One College, Be Real, Build Trust, Innovate, Maximize Strengths, Step Up, and Take Charge), the Mission, Vision, and Core Values are even more alive for all employees in their daily work (*Core Component 1B*).

5P9. How are leadership abilities encouraged, developed and strengthened among your faculty, staff, and administrators? How do you communicate and share leadership knowledge, skills, and best practices throughout your organization?

MSTC's LDS was launched in 2012 to drive high performance throughout the college and grow the leadership skills of our managers. In the near future, we will experience a number of retirements in leadership positions. This training program addresses current and future leadership needs of the college.

All supervisors at MSTC participate in the bimonthly LDS. These sessions are designed to foster and reinforce leadership skills that will result in the desired Cultural Shifts. Members of the Executive Team also participate in these sessions, which is a significant investment in fostering leadership through modeling as well as enhancing consistency in approaches to leadership challenges. While the series originally focused on particular supervisory topics, such as performance management, effective communication, and diversity, the focus has been on creating a CoA in the second year of the series. In addition, CoA monthly sessions are open to all employees and focus on skill development. The LDS, in conjunction with CoA sessions, result in enhanced opportunities for all employees to develop leadership skills that will drive and improve college performance. All employees have been encouraged to obtain CoA certification. Currently, 43 employees have begun the process toward certification and 16 employees have completed certification, including 69% of our custodial and facility team.

Leadership skills of faculty are fostered through their role in program oversight, which includes involvement with academic advisory committees, reviewing data, and planning for continuous quality improvement. For those programs which have professional accreditation, program directors are often

faculty members. Their skills in fulfilling that role are supplemented by participation in training and ongoing development within their professional associations.

Beyond internal leadership development, we have invested in the Wisconsin Leadership Development Institute (WLDI) since 1996. Since that time, 27 MSTC employees have completed the WLDI program, which is operated in conjunction with the Chair Academy, part of the Mesa Community College system in Arizona. Individuals who have demonstrated solid performance and leadership potential as documented by their supervisor are selected for participation in WLDI by the Executive Team. WLDI focuses on developing leadership through hands-on training and exploration of leadership dimensions, coaching, managing change, and transformational leadership. The WLDI alumni group offers a summer seminar each year. An Advanced WLDI program has recently been added as an opportunity for MSTC employees.

Leadership abilities are also developed through local community leadership training programs. *Core Component 5B is addressed throughout 5P9.*

<p>5P10. How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values, and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?</p>

Stability during leadership succession is ensured through an emphasis on orientation and a design for collaboration, starting at the BOD level, as described in 5P5. By integrating the Core Values into the fabric of planning and communication among all levels of the organization, those values will not be disrupted during leadership succession.

New employees undergo a formal orientation and benefit from interaction within WTCS leadership networks. Continuity and stability are fostered through the collaborative nature of leadership at MSTC. As described in 5P5, the use of various cross-functional teams and work groups to make decisions means that institutional knowledge is shared broadly.

Although there is not a formalized leadership succession plan at MSTC, investment in the LDS and CoA strengthen our overall leadership infrastructure and are deliberate efforts to grow leaders and promote continuity within the organization. ELT is also a vehicle through which internal leaders are developed. Through strategic hiring practices, mentoring of new employees, and development of leadership potential, several key positions have been filled from within. The president served in two other roles within the college prior to being selected as president. Most recently, the VPSA was selected after having served as MSTC's Director of Enrollment Management. The VPAA moved into that role in 2014 after serving for many years as MSTC's VPSA. Two deans and several associate deans have been hired from an internal pool of candidates.

<p>5R1. What performance measures of Leading and Communicating do you collect and analyze regularly?</p>

We assess leadership and communication in three ways: through the Noel-Levitz Employee Satisfaction Survey, Key Results metrics, and employee participation in leadership and communication forums.

In direct response to 2010 AQIP Portfolio feedback, "*the college may benefit from developing measures that collect more input directly from employees and examining the effectiveness of current processes relating to bottom-up communication,*" MSTC adopted the Noel-Levitz Employee Satisfaction Survey, administering it in Spring 2012. The survey was designed to measure satisfaction with campus culture and policies, institutional goals, involvement in planning and decision making, and work environment.

A very high survey response rate of 75% (171 employees) was achieved. Results were communicated via The Source and during Collegewide In-Service. In order to better understand the responses generated from the instrument, a cross-functional focus group was convened to evaluate the data, provide insight into responses, and identify areas for potential action plans. The focus group identified communication as the one common thread running through all areas of opportunity for improvement.

Effective leadership and communication impact organizational performance and our progress toward meeting Key Result targets. The Key Result of Employee Engagement is measured based on specific questions in the Noel-Levitz survey. The survey will be conducted again in March 2015, since it is the method by which we will determine whether we've achieved our target for the Employee Engagement Key Result. The other Key Results, Student Success and Organizational Effectiveness, are also measurements of Leading and Communicating. Key Results were established in order to provide a clearer sense of direction. All employees had the opportunity to consider how best to measure the Key Results. The Key Results dashboard is on the first page of The Source, where all employees will see it regularly. While achievement of the Key Results is a measure of Leading and Communicating, the way in which the measurements were developed and reported are reflective of a more intentional and focused approach to Leading and Communicating.

5R2. What are your results for leading and communicating processes and systems?

Our results for Leading and Communicating processes and systems are both quantitative and qualitative. Employee Satisfaction Survey results and our Key Results outlined in the Key Results dashboard are quantitative measures. Qualitative results were obtained from 70 See it with Sue, Campus Feedback, LDS, and CoA sessions held in 2013-14. In each of these sessions, employee feedback was actively sought regarding what's working and what's not. This feedback was summarized, major themes were identified and shared, and priorities were established based on potential impact on Key Results.

As a result of feedback, the following improvements have been made:

- Budgeting processes were improved to provide budget managers with greater control and decision making over their budgets
- The Key Result dashboard (Appendix A) was developed and placed on The Source to create awareness and inform employees
- The performance appraisal process was aligned with CoA to reinforce our Cultural Shifts
- ELT membership was expanded to have a broader reach across Student Affairs and Academic Affairs to strengthen communication and collaboration among units in ways that will positively impact student success
- The hiring decision-making process was improved in ways that empower department managers
- The communication distribution list was recreated to make it easier for employees to identify their email target audience

5R3. How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Our results for Leading and Communicating are benchmarked against other higher education institutions in the nation, the other 15 colleges in the WTCS, and the other two colleges in the WILM consortium.

MSTC's Key Results and how they compare within the WILM consortium and within the WTCS are contained in 8R4. We are below our counterparts on course completion and in the middle on retention. We are 4th lowest among the 16 technical colleges on cost per FTE.

511. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Leading and Communicating*?

We have made significant improvements in Leading and Communicating. Since 2010, we have implemented a process that ensures BOD and college policies are current, accessible, and communicated to employees. Our new integrated planning, budgeting, assessment, and improvement model aligns with and supports our Mission. We have invested in leadership development and culture change and expanded intentional two-way communication.

Engaging the services of Partners in Leadership in order to assist us with creating a CoA has driven many recent improvements. Establishment of Key Results was accomplished through a process which involved all members of the college, under the leadership of the Executive Team. Leadership has made a compelling case for the urgency of reaching the Key Results and the need for change. We also engaged the services of College Brain Trust (CBT) to assist in building an integrated planning system that will tie together previously disparate parts into a systematic process that will allow us to plan in a robust and comprehensive way, one that is responsive to stakeholder needs and consistent with our Mission and Vision. The model itself will clearly display all of the processes contained within the integrated system.

512. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Leading and Communicating*?

Informed empowerment, cross-functional solve-and-dissolve teams, and our Cultural Shifts are key components of our infrastructure that impact performance results in Leading and Communicating. Each manager has been encouraged to develop a CoA integration plan which identifies structured interactions during which specific CoA management tools will be utilized. Through the use of these tools in the daily work of all employees, there is intentional communication about processes and performance. In 2013, managers identified over two dozen processes that may hinder our ability to make our Cultural Shifts and thus meet our Key Results. Priorities were established based on their impact on the attainment of Key Result targets. The budget process was selected as the first process to improve.

The executive sponsor of the budget process convened a work group, the members of which interviewed all budget managers to better understand their perceptions related to the budget process and allocation and reallocation of resources. The work group, together with Business Office staff, revamped the budget process used to establish the 2014-15 budget. The executive sponsor gathered feedback from members of the work group about their experience, and the individual responsible for creating budget instructions gathered feedback from all budget managers about their experience with the new process. In a year's time, the impact of increasing the level of budget responsibility carried out by associate deans will be assessed, both in terms of the Key Result of Organizational Effectiveness as well as in terms of satisfaction with the processes surrounding allocation and utilization of financial resources.

Category 6: Supporting Institutional Operations

MATURITY LEVEL: Systematic

OVERVIEW: Our Strategic Directions, Key Results, and Core Value of Student Centeredness drive our ability to maintain an environment wherein learning can thrive. Our efforts in information technology (IT), student support services, campus safety, and long-range facility planning illustrate our commitment to supporting institutional operations that support an environment of academic excellence.

An area of strength in Supporting Institutional Operations is our commitment to technology for supporting the efficient management of college processes and resources. Our IT department maintains over 30 computer labs including systems in the library and Academic Success Centers (ASC). Our four-year computer lifecycle meets or exceeds industry standards. A newly designed college website allows for improved information access for students and other stakeholders. Our safety processes continue to evolve through the deployment of new technology for emergency messaging and online management of material data that ensures compliance as well as employee wellbeing.

Changes to stakeholder support services are made in response to data, state or national trends, and direct input from stakeholders. Examples of recent data-informed changes include improved onboarding of students, refined processes for student support, expanded use of distance technology, deployment of The Source (SharePoint employee intranet), and implementation of refined decision-making processes.

We believe our processes, results, and improvements for Supporting Institutional Operations indicate that MSTC is performing in a systematic manner with repeatable processes and defined goals. The Strategic Plan will enable our decision processes to move from a departmental focus to a clear and integrated collegewide process.

PRIORITIES FOR IMPROVEMENT: Future initiatives that will strengthen our ability to provide an environment in which learning can thrive include:

- Development of a Student Affairs Performance Program that will allow us to gather and analyze appropriate measurements to understand and meet student and stakeholder needs
- Hiring of an institutional research and planning position (FY15)
- Advancement of academic, enrollment, fiscal, facility, and technology plans that will be integrated and aligned with the comprehensive Strategic Plan

<p>6P1. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?</p>

Our ability to fulfill our Mission while supporting student and stakeholder success relies on the availability of strong support services. Processes that identify support service needs are threaded throughout our departments to ensure that we meet student and other stakeholder expectations. Survey results from the Noel-Levitz Student Satisfaction Survey and feedback from PK-18 stakeholders, local service providers, students, and staff provide valuable insight into our support service needs. Additional sources of information about the support needs of our key stakeholders include the monitoring of state and national trends and key legislative activity impacting education as well as listening to the needs of district stakeholders. This information, coupled with the recent environmental scan completed as part of the discovery phase of our Strategic Plan, provides valuable insight into the support service needs of key stakeholders.

The identification of needs is the collective effort of all college employees. However, personnel in the following departments take responsibility for key processes:

Admissions/Enrollment: Admissions provides identification of support needs at the “front door” based on information gathered from student inquiries, entrance exams, new student orientation, and financial aid. To illustrate, Table 6P1a provides a snapshot of student demographics that is then used to provide appropriate support services.

Table 6P1a – WTCS Client Reporting (CL1223)

MSTC Student Population	2011-2012		2012-2013	
Total Students	8,914		8,388	
Program Students*	3,995		3,843	
Number and Percentage of Total Students* Self-identified				
Academically Disadvantaged	1,835	20.59%	1,900	22.65%
Displaced Homemakers	178	2.00%	138	1.65%
Economically Disadvantaged	2,549	28.60%	2,969	35.40%
Single Parent	1,274	14.29%	1,200	14.31%
Students with Disabilities	859	9.64%	814	9.70%

Student Support: Employees in disability services, nontraditional occupations, veteran services, tutoring, and counseling identify support needs through direct interaction with students and stakeholders. Counselors facilitate the early alert process, which captures data from faculty on student progress. Student Support also oversees the collection of incident reports. This process is used by employees to report, track, and respond to incidents related to the Student Code of Conduct (available in the Student Planner/Handbook and for public access on MSTC’s website).

Learning Innovation/Information Technology: The Employee Development Center (EDC), Library Services, and IT monitor technology needs of students and other key stakeholders to ensure that we provide focused, quality service in the classroom, in our 30+ computer labs, through distance technology (TelePresence), and the online learning platform (Blackboard).

Formal surveys are used throughout our college to gather feedback on services and assess future needs of students. Students are invited to participate in surveys related to student orientation, student support experiences, courses, bookstore services, and help-desk ticket resolution. We also utilize the Noel-Levitz Student Satisfaction Survey every two years to help gauge satisfaction and better understand the level of importance students place on each criterion measured (3P1).

As discussed in 1P16 and 3P2, each MSTC campus has Campus Activities and Student Senates (C.A.S.S.; student senates are analogous to student government). These organizations serve as recognized college forums for student concerns and questions. Each group has an MSTC employee advisor who transmits student concerns to administration.

We maintain strong collaborative relationships with nonstudent stakeholder groups. The Office of the President serves as the direct liaison to the Board of Directors (BOD). Monthly BOD meetings provide a venue for ongoing communication with members of the BOD. The WILM consortium (9P5) provides an opportunity for the three-college consortium to share data, monitor trends, and identify collaborative solutions to specific areas of concern. Community engagement by members of the Executive Team, faculty, and staff provide opportunities for us to further identify needs of nonstudent stakeholders. Additionally, we use feedback from the academic advisory committees, regional and community-based economic development organizations, business and industry councils, PK-18 organizations, the North

Central Wisconsin Higher Education Alliance, and similar organizations to assist in identification and prioritization of student and other key stakeholder needs.

6P2. How do you identify the administrative support service needs of your faculty, staff, and administrators?

We identify the administrative support service needs of faculty, staff, and administrators through both formal and informal processes. Cognos dashboards or other data tools, survey results, and internal planning processes each provide essential information about the administrative support needs of MSTC employees. In addition, cross-functional teams, the Education Leadership Team (ELT) (8P1), and individual departments each provide valuable insight into the administrative support needs of faculty, staff, and administrators. To illustrate, members of the EDC and IT teams meet regularly to identify technology needs of stakeholders and to determine gaps in services or support. Employee training surveys are one tool used to identify training needs. Services considered essential to achievement of our Key Results are given the highest priority.

Monitoring and analysis of key data points help us identify, prioritize, and drive future decisions impacting administrative support services available at our four locations. Data points include, but are not limited to, enrollment trends, help desk inquiries, web utilization, and facility work orders. Recognizing the need to improve efficiency, we deployed The Source in an effort to allow employees to share best practices across departments, provide ready access to collegewide processes, and provide access to data to drive decisions (6P5).

As discussed in 8P1, ELT meetings are scheduled monthly to make decisions that collectively impact Academic Affairs and Student Affairs, including decisions impacting administrative support needs of faculty, staff, and administrators. The expanded membership of this group has resulted in our ability to develop more comprehensive strategies and processes that enhance achievement of our Key Results.

Development of the new technology acquisition process further illustrates the importance of using data to inform decisions affecting administrative support services. This formal process allows the IT Steering Committee to review and prioritize requests to ensure they align with and contribute to achievement of Key Results (Appendix F). Our next step is to integrate this process into the Technology Plan that will be developed as a part of the five-year Strategic Plan.

6P3. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

Our processes in this area are robust and well designed (SS), as our last Systems Appraisal recognized. Recent process improvements include the Rave system and Hazardous Communication Program.

We implemented a Hazardous Communication Program in response to the March 2012 OSHA requirement of the Globally Harmonized System (GHS) Standard revisions of the Hazard Communication Standard (Haz-Com). In response, all employees were trained to the new standard by December 1, 2013. In conjunction with the transition to GHS, we transitioned to MSDS Online (an automated chemical inventory database) to manage and organize Safety Data Sheets (SDS).

With a continued focus on providing a safe and secure environment for students and employees, we implemented an automated messaging system through Rave Mobile Safety in October 2013. The system uses multiple delivery methods (voice messages to land lines, e-mails, and text messages to cell phones) to provide information regarding fire, severe weather, or school closings to students and employees.

Supporting this notification system, all campus locations have strategically placed television monitors in public areas to notify students, staff, and visitors in case of an emergency. Security cameras are strategically located at each college location. Recently a safety coordinator was hired to oversee safety initiatives. The safety coordinator will assist in designing and maintaining processes related to safety and security while ensuring ongoing and consistent communication.

6P4. How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

As discussed in 8P1, MSTC's key planning processes include our Strategic Directions, Key Results, departmental planning, budget development, and operational planning. These processes are systematically connected, aligned, and integrated through assessment and feedback for continuous improvement. MSTC is in the process of moving from decentralized planning by department to a systematic, comprehensive approach that will align department planning together with Key Results through an integrated Strategic Plan that aligns all of our planning components.

The Executive Team, comprised of the president and vice presidents of Human Resources, Finance, Academic Affairs, and Student Affairs, provides leadership and direction for the day-to-day operations of the college. The Executive Team meets weekly to identify, interpret, and disseminate items of concern to direct reports. Key student, administrative, and organization support service processes are managed by the process users with oversight by area managers and supervisors who are ultimately responsible for ensuring organizational effectiveness.

As discussed in 8P1, cross-functional work teams are charged with analyzing current processes for effectiveness, identifying areas of opportunity, and strategizing solutions. Managers deploy new or revised processes to improve services to students and support achievement of our Key Results. MSTC utilizes a solve-and-dissolve (8P3) approach to identified areas of opportunity. To illustrate, the Credit for Prior Learning (CPL) Committee was formed in response to an identified need brought forward by ELT to provide consistency in the awarding of CPL. The team's effort culminated in a defined process that was deployed in 2013 to improve service to students.

In 2012, we purchased and began using a data mining and analytics software. This predictive modeling tool generates real-time data. The report is generated weekly and distributed to all college work units to assist with day-to-day operations and processes. Statistics generated also help us make informed decisions during the annual budget development process.

College faculty and staff play an essential role in identifying processes which, if improved, will have a positive impact on day-to-day operations. Recent examples of organizational efficiencies gained through faculty and staff input include the implementation of Managed Print Solution, prioritized resolution of help desk tickets, online facility work orders and room reservations, and automated workflow processes for numerous administrative requests and approvals. In 2014, MSTC initiated an annual full academic year scheduling process designed to improve organizational efficiency while providing advance planning opportunities for students.

6P5. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

MSTC documents support processes in both electronic and print formats for students, employees, and other key stakeholders. The Source, Blackboard, MSTC's webpage, and network drives all serve as electronic means to document support processes.

The Source was deployed in 2010 with the intent of increasing access to information, organizing work processes, creating efficiencies, and providing a one-site access point for all staff. Many of the student and administrative support processes outlined in 6P1-6P4 are available for staff access on The Source. The Source has provided the unique opportunity for faculty and staff to share best practices with fellow employees. As an example, The Source allows individual departments to maintain their own site, thereby eliminating the need to rely on the webmaster to update department-specific information. This opportunity allows for seamless sharing of resources, linking both full-time and adjunct faculty to resources 24/7 and on demand. Student and other stakeholder access to select processes are available via the college webpage or Student Planner/Handbook.

Our support processes are linked to the Culture of Accountability (CoA) (5P7). CoA is designed to move us from a more traditional top-down organization to one that empowers employees to innovate, collaborate, and take charge to help us reach our Key Results (Appendix A). Knowledge sharing, innovation, and empowerment are core principles of CoA. This is documented through our Cultural Shifts, which are top of mind with MSTC employees. Supervisor-specific training was provided on how to create an environment that embraces these principles. Managers came together for additional training to establish a common understanding of the changing work environment. They brainstormed and developed strategies to empower their units to share knowledge, innovate, and make data-informed decisions.

The Cultural Shifts identify specific behaviors that, if demonstrated by staff, will lead to achievement of our Key Results. An example of how we document innovation and empowerment of staff is by sharing stories via The Source (Table 6P5a). All staff members are encouraged to post stories when they observe a fellow staff member demonstrating a Cultural Shift.

Table 6P5a – Cultural Shift: Innovate

*This is what **Innovate** looks like to me: Recently, an associate dean was successful in receiving grant funding to offer three very innovative and creative options that include partnerships with local high schools, a new embedded technical diploma, and tutoring and specialized assistance for IT students. These opportunities will have a direct effect on Student Success and Organizational Effectiveness. That is what **Innovate** looks like to me!*

6R1. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

We utilize a number of defined processes to measure student, administrative, and organizational support service processes. Most current measures of student, administrative, and support service processes focus on quantitative data (results for Student Satisfaction are described in Category 1 and Employee Satisfaction is described in Category 4). The addition of an institutional research and planning position (FY15) will provide the opportunity to expand the depth of data collected, enhance analysis and allow leadership to use this information to drive decisions which will lead to achievement of our Key Results. The deployment of the Strategic Plan will provide the opportunity for us to align student, administrative, and organizational support service processes.

Student Support Process Measures:

- Application to admit (6R2-3c)
- Economically-disadvantaged student demographics (6P1a)
- Noel-Levitz Student Satisfaction Inventory (SSI) (1R5a)
- Financial aid (6R2-3a)
- Tutoring (6R2-3b)

- Counselor utilization (6R2-3d)

Administrative & Organizational Support Service Process Measures:

- WILM help desk tickets (6R2-3e, 6R1-3f)
- Web utilization (6R2-3g)
- Procurement
- Library usage

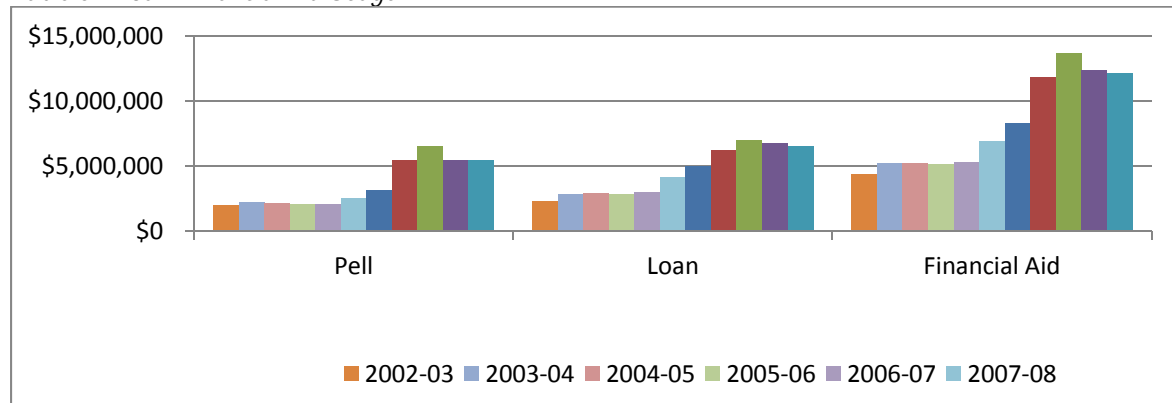
6R2. What are your performance results for student support service processes?
 6R3. What are your performance results for administrative support service processes?

STUDENT SUPPORT SERVICES

Economically Disadvantaged Resources: In response to the economically-disadvantaged student (Table 6P1a), MSTC has provided each of the following activities to enable student course completion, retention, and graduation to employment. Student service processes include:

- Financial Literacy—giving students the opportunity to manage finances while in school so that they can complete their education and start their career in a positive financial way
- Emergency funds earmarked for travel and child care
- Transition services for disability students both at the high school and community levels
- Career Services targeted and personalized to students in particular programs

Table 6R2-3a – Financial Aid Usage



Tutoring Services: In the last year, MSTC has expanded tutoring options by implementing aspects of supplemental instruction (SI), identifying courses that routinely require more support, offering formalized training to tutors, developing a stronger pool of tutors, and expanding options for both one-on-one and lab tutoring. These changes were made as a result of Student Affairs staff identifying the need for better coordination of tutoring services and tasks related to the provision of these services. Table 6R2-3b shows usage of tutoring labs. Due to a change in the format of tutoring delivery, there is no comparative data for previous years to include. Moving forward, data will be collected and analyzed to align resources with identified need.

Application to Admit: The Enrollment Management team monitors application to admit data (Table 6R2c) to identify and respond to trends in the prospective student application process. Through data analysis, staff are able to adjust recruitment and admission efforts accordingly. This information is distributed weekly to all division managers who are then able to assist the enrollment team by contacting

individuals who have applied but haven't yet completed the admissions process or those who may have been admitted but haven't yet enrolled. Additionally, this information is used by MSTC employees to monitor admission trends, monitor program demand, and assist in class scheduling.

Table 6R2-3b – Tutoring Lab Usage (Academic Year 2013-14)

Location	Fall 2013	Spring 2014
Marshfield	3 Academic Subjects	4 Academic Subjects
Stevens Point	3 Academic Subjects	4 Academic Subjects
Wisconsin Rapids	11 Academic Subjects	8 Academic Subjects
Total Hours:	444.5	384
Total Student Usage	609	451

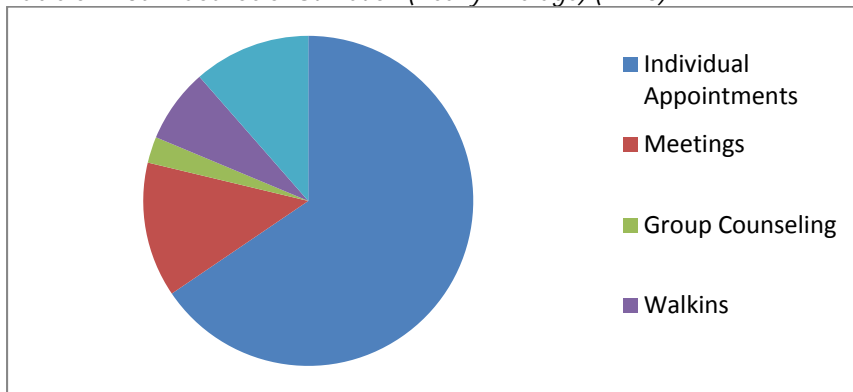
Table 6R2-3c – Application to Admit

As of December 30 of each term	Fall 2013	% of Prev	Fall 2012	Fall 2011
Applications	2625	3.60%	2534	1872
Admissions	1831	14.30%	1602	1362
Apply to Admit Conversion %	69.80%	N/A	63.20%	72.80%
Enrollments	1344	11.20%	1209	1019
Admit to Enroll Yield %	73.40%	N/A	75.50%	74.80%

Smart Start: As discussed in 1R5, we review evaluation data gathered at each of our Smart Start (orientation) sessions, which assists Student Affairs in identifying areas for improvement. Based on student input, Smart Start was redesigned to better meet learners' needs. Students register for classes, meet with advisors, learn about program requirements, and learn about available student support services.

Counselor Utilization: To align college resources with student demand, counselor utilization data (Table 6P2-3d) is helpful in monitoring availability of counseling staff and identifying opportunities to engage counselors in collegewide retention activities.

Table 6R2-3d – Counselor Utilization (Yearly Average) (FY13)



ADMINISTRATIVE AND ORGANIZATIONAL SUPPORT SERVICES

Technology Support: As a part of the WILM Consortium, MSTC collects and analyzes its 24/7 help desk services for students and employees on a daily basis (Table 6R2-3e). The data are compiled and reviewed by the WILM help desk services manager for the purpose of identifying areas for improvement in

addressing caller needs. If trends exist, WILM colleges are notified and action is taken to ensure that local processes are in place. A goal is to resolve as many tickets at Level 1 (L1) as possible. Overall, MSTC rates average in the WILM Consortium in overall customer satisfaction (Table 6R2-3f).

Table 62-3e – WILM Total Help Desk Tickets

Note: L1 Resolution = Help Desk staff able to resolve without referring to MSTC IT staff for follow-up.

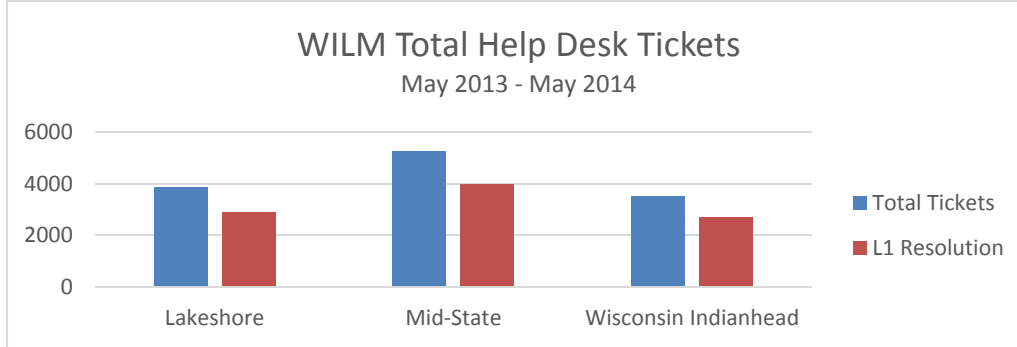


Table 6R2-3f – WILM Help Desk Customer Satisfaction (2013-14)

Customer Satisfaction Rating	
Lakeshore Technical College	4.69
Mid-State Technical College	4.58
Wisconsin Indianhead Technical College	4.48
Overall Satisfaction	4.58

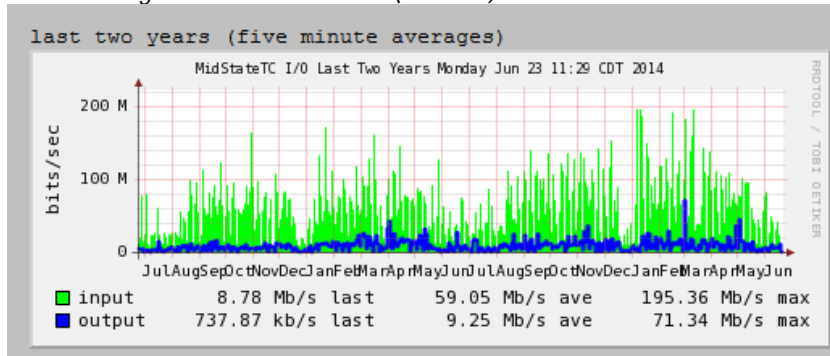
Information Technology (IT): To support the network infrastructure necessary to meet the needs of students, campus guests and internal stakeholders, our IT staff monitor data traffic on a weekly basis. The source of data is generated by all user devices (mobile or fixed computers), servers and network cloud computing services. The data points are then analyzed to identify and prioritize network system upgrades. Current levels of Internet access (including wireless access points), firewall-filtering capability, and our secure connectivity to WILM are technology upgrades driven by data. To illustrate, IT staff have been able to identify and prepare for an upgrade from 200 Mb/s maximum Internet bandwidth capacities to 500Mb/s (Table 6R2-3g).

Employee Development Center: To better meet the training needs of college faculty and staff, the Employee Development Center (EDC) has expanded the methods through which staff training is offered. EDC staff utilize a survey to assess the training needs of faculty and staff, select best delivery times and location, and determine satisfaction at the session end. Through survey analysis, EDC staff learned that current delivery was not effectively supporting adjunct faculty with their training needs. In response, the EDC incorporated training emails, web conferencing (for all live training sessions), and short-term online training sessions to reach a larger audience. In 2012, the EDC began using an online registration tool as an efficiency to both streamline the registration process and to allow staff to monitor enrollment. This online registration tool allowed EDC staff to identify popular training topics and determine preferred scheduling to reach a large number of college employees (Table 6R2-3h). Due to a change in the format of data collection regarding EDC usage, there is no comparative data for previous years to include. Moving forward, data will be collected and analyzed to align resources with the identified need.

Facilities: MSTC maintains a rolling three-year Facilities Plan driven by the Strategic Directions and specific academic needs. Employees monitor the location/type of work orders, room reservation data, and replacement cycles to identify and prioritize facility improvements. Recent facility improvements include the Wisconsin Rapids Campus bookstore remodel, expansion of the financial aid office, construction of a

live-burn fire tower at Wisconsin Rapids Campus, updates to classrooms and labs, and the complete relocation of Stevens Point Campus.

Table 6R2-3g – Internet Bandwidth (2012-14)



Note: The green and blue lines represent the download and the upload traffic going through the service provider equipment.

Table 6R2-3h – EDC Staff Development Summary (2013)

Training Topics:	Total Hours:	Total Sessions:	Adjunct	Faculty	Managers	Staff	Total Trained
• Teaching and Learning (9)	135	123	37	159	39	294	529
• Staff Development (8)							

6R4. How do your key student, administrative, and organizational support areas use information and results to improve their services?

We recognize that we have an opportunity to develop a formal process to evaluate the effectiveness of key student, administrative, and organizational support areas. As described in 6P1, the addition in FY15 of an institution research and planning position will assist in this effort. We believe an outcome of the deployment of the Strategic Plan will be to move the college forward in our ability to make data-informed decisions that will further our ability to achieve the Key Results.

MSTC intentionally connects divisions and departments across our college to increase collaboration. Employees from multiple departments come together to review available data, monitor progress, and brainstorm action plans to help achieve our Key Results. For example, instructors, deans, associate deans, counselors, student service staff, and career coaches analyze course completion and retention information. Employees utilize the data to actively seek innovative opportunities to strengthen results through informal activities and formal goals embedded in the performance appraisal process. Additional examples illustrating improvement outcomes are identified in Table 6R4a.

6R5. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

We use both the Noel-Levitz Student and Employee Satisfaction surveys as a means to benchmark our organization with other higher education organizations. Additionally, our membership in the WILM consortium provides opportunities to do comparisons of business practices.

As a member of the Wisconsin Technical College System (WTCS), we have access to specific data to compare our performance with other Wisconsin technical colleges (Categories 2, 3, 7, and 9). As

discussed in other categories, comparisons with WTCS colleges present challenges because each college’s size, geographic location, and economic composition of the workforce is unique. We believe the transition to performance-based funding will present new, more reliable opportunities for us to compare our performance with that of the other WTCS colleges.

Table 6R4a – Support Service Improvement Outcomes

	Support Service	Assessment Source	Improvement Outcome
STUDENT SUPPORT SERVICE	Course Evaluations	- Learning Platform	- Online deployment - Online results immediately available for faculty and supervisor
	Tutoring	- Noel-Levitz	- Increased availability - One on one and group tutoring formats - Program specific tutoring
	Smart Start	- Internal Survey - National Best Practice	- Required participation (2014-2015) - Campus tour - Increase number of staff to assist with registration
ORGANIZATIONAL / ADMINISTRATIVE	Book Store	- Noel-Levitz	- Wisconsin Rapids Remodel; increased retail space - Insite access for students - Online faculty textbook adoptions
	Library	- National Best Practice	- Learning Commons at the Stevens Point campus
	Information Technology	- WILM	- Redesigned college website - Single sign-on for students - Help desk ticket prioritization - Computer lab upgrades
	Incident Reporting	- Internal	- Online submission process - Automated tracking system

6I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

The development of a five-year Strategic Plan will be a significant accomplishment for our college. This plan, coupled with new leadership, will help move us forward in achieving our Key Results. Since 2010, we have invested time, talent, and college resources across all departments to help drive organizational change, including areas which Support Organizational Operations. Resulting changes have impacted HR, IT, Facilities, Business Services, and Student Support. As a direct result of these efforts, college employees have experienced new efficiencies, assumed a direct role in the shift to a CoA, and worked collectively towards achieving our Key Results.

We continue to build on the significant strength identified in 2010 concerning Campus Safety and Security. Significant additions include implementing a new Hazardous Communication Program, updating our MSDS to an online database, adding a safety coordinator position to our HR department, and implementing an automated emergency message service.

MSTC remains committed to offering excellence in technology, including maintaining a four-year lifecycle for all college computers. A recently redesigned website readily allows student and other stakeholder access to MSTC information. Expanded use of distance learning technology has provided students the option of alternative delivery to reduce lengthy commutes.

The addition of The Source allows greater flexibility for connection to MSTC’s intranet. 24/7 on-demand access allows increased access for all employees, including adjunct faculty. Additionally, our continued investment in PeopleSoft has enhanced our ability to create efficiencies in many college processes, including in our purchasing/procurement department. College employees now have access to both online purchase requisitions and INow for processing payment. Requests for new technology acquisition are now reviewed by the IT Steering Committee to ensure that the request is sustainable and will further achievement of our Key Results. Our commitment to continued excellence in technology is reflected in

the addition of an IT operations manager tasked with developing and formalizing IT processes. This, coupled with the recently deployed Strategic Technology Planning Committee, will continue to strengthen our commitment to technology excellence.

Since 2010, we have completed renovation projects at each campus location, including the relocation of our Stevens Point Campus. To ensure project alignment with our Strategic Directions and academic needs, the department of Facility & Procurement maintains a three-year facilities plan created under the guidance of college leadership. Additional improvements in facility services include creation of a long-range deferred maintenance cycle, identification of energy efficiencies, creation of a capital replacement cycle, and a defined chemical hygiene plan.

Recent improvements impacting student support services include expanded tutoring services, redesigned Smart Start (orientation), improved consistency in response to incident reports/conduct reports through an automated reporting process, and restructured counselor coverage to expand availability for students.

We administered the Noel-Levitz Employee Satisfaction Survey in 2012. MSTC has utilized the resulting data to improve processes across all departments (5P2), including processes affecting Supporting Organizational Operations. A direct outcome of the survey results was a comprehensive review of the budget development process. Identified efficiencies will be implemented in FY15, including additional authority at the budget responsible manager level.

We believe we have made significant improvements in our effort to become systematic in our processes and performance for Supporting Organizational Operations. As described throughout 6P1-6P5, the process changes and accomplishments reflect actions based on our 2010 Systems Appraisal Feedback Report and our commitment to achieving our Key Results. We believe our next step will be to align these processes with the five-year Strategic Plan.

6I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

Our organizational culture is critical to any continuous improvement process. Change is driven by our employees, and a solid infrastructure is needed to support process improvements, including those which impact our ability to create an environment in which learning can thrive.

Key Results and CoA are creating an environment in which MSTC employees collect and analyze data differently. In this improved culture, employees are encouraged to think and act in the manner necessary to achieve our Key Results. As part of transitioning our culture, the Cultural Shifts identify specific behaviors that, when embraced by employees, will lead to achievement of the Key Results. Using culture management tools, employees actively engage in identifying and owning opportunities for improvement and determining and implementing solutions using informed empowerment. This culture is foundational to setting and attaining our Key Results and helping identify processes for improvement in all categories, including Supporting Organizational Operations.

In early 2014, we embarked on a comprehensive and integrated strategic planning process to help set a clear direction for our college. As a part of the discovery phase of this project, consultants from College Brain Trust (CBT) assisted us in reviewing collegewide processes, including gathering internal and external feedback from individuals and organizations that rely on the support service operations of the college. As we enter the next phase of the strategic planning process, the information will allow us to better understand the needs of all stakeholders as we continue to improve our processes and services related to Supporting Organizational Operations.

Category 7: Measuring Effectiveness

MATURITY LEVEL: Reactive

OVERVIEW: Mid-State Technical College (MSTC) utilizes a variety of data sources including state, college-level, and department-level data. With the appointment of the president in 2011 and development of measurable collegewide metrics, we have begun the process of developing a more systematic approach to the collection, analysis, and application of data in strategic decision making. In response to the need for a more systematic approach and the commitment toward the use of evidence in decision making, the Executive Team has accelerated the approval of a position to enhance data capacity and institutional effectiveness. The increased accountability and reporting to external entities further fuels the need for institutional assessment.

Since the 2010 portfolio, the Executive Team has recognized the need to have a more data-informed decision-making process. Using an inclusive process, we identified Key Results that now drive the data needs of the organization. We are using this evidence-based approach to measure our effectiveness and bring about continuous improvement in programs and services to reach our Key Results. This fundamental shift in aligning data collection and analysis with Key Results has helped improve our performance.

Our information technology (IT) systems are an integral component of the necessary infrastructure which allows us to effectively collect, analyze, and distribute data to drive performance improvement. As a rural college with limited resources, participation in the Wisconsin Indianhead, Lakeshore, Mid-State (WILM) consortium has allowed us to expand our information management capacity to meet many of our research needs in a cost-effective manner. This innovative IT collaboration's 15-year success is fostered by ongoing communication, clear planning and goal setting, and well-established protocols for decision making to drive performance improvement. MSTC's participation in the WILM consortium is evaluated annually and reviewed by college leadership to ensure ongoing effectiveness.

PRIORITIES FOR IMPROVEMENT: MSTC seeks continuous improvement opportunities that will strengthen and grow the effectiveness of our information and knowledge management for performance improvement. The following opportunities have been identified:

- Academic, enrollment, fiscal, facility, and technology plans will be integrated and aligned with the comprehensive Strategic Plan
- Implementation and assessment of the new Program Performance Plan (PPP)
- Creation of an institutional research and planning position

<p>7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?</p>

Data and performance information related to Key Results provide a structural framework for institutional assessment. Data collection is based on Key Results, WTCS, and federal requirements. Data are managed through WILM and in MSTC departments most directly connected to the reporting requirements. Employees with research responsibilities use feedback to make improvements for subsequent reporting. During our continuous improvement review, we recognized that a centralized data request process needs to be developed. Resources have been allocated to create an institutional research and planning position that will have responsibility for research, planning, and institutional effectiveness.

Key Result and program performance data are distributed to and reviewed by the Executive Team, Education Leadership Team (ELT), and departments. The newly-formed ELT integrates our core student and academic programs and services. This team is co-chaired by the vice presidents of Academic Affairs (VPAA) and Student Affairs (VPSA). More information about ELT is included in 8P1. Supplemental performance information for instructional and non-instructional programs and services is currently obtained through WILM reports, QRP, and other sources indicated in Table 7P1a. Additional reports provided by external groups are used by college employees to make decisions regarding programs and services (Table 7P1a).

In addition to strengthening the use of data through creation of the institutional research and planning position, program data will be more effectively managed through a new PPP, created as a college AQIP action project. The PPP provides faculty with the data needed to assess program effectiveness. This improves our ability to analyze and apply information in data-informed decision making. The PPP will be implemented in fall 2014 for all programs. The delivery and assessment of programs and services is part of our new integrated planning, budgeting, assessment, and continuous improvement model (Figure 8P1a).

Table 7P1a - Examples of Data Collected and Distributed

Provider	Report	Usage	Benchmark
MSTC	Key Results Dashboard	Monitors progress of Key Result Metrics	Internal
MSTC	Noel-Levitz Student Satisfaction Inventory (SSI)	Measures student satisfaction and priorities	WTCS National
MSTC	Noel-Levitz Employee Satisfaction Survey	Identifies employee satisfaction with campus culture, institutional goals and decision-making, and the work environment	Internal
WTCS	Quality Review Process (QRP) Report Card	Reviews and compares data on individual academic programs to make improvements	WTCS
WTCS	Client Reporting System	Federal reporting – Adult Education and Family Literacy Act (AEFL), Perkins, Affirmative Action (AA)/Equal Employment Opportunity Commission (EEOC) State reporting – School-to-Work, high school services, Legislative Fiscal Bureau (LFB), Department of Administration (DOA), University of Wisconsin System articulation, minority retention WTCS reporting – Student counts/trends, cost allocation, equalization, inter-districts aids, graduate follow-up, program and material fee calculations, state grant distribution, information requests)	WTCS National
WTCS	Graduate Follow-up Survey	Indicates graduate employment data six months after graduation	WTCS
WTCS	Cost Allocation	State aids, cost per FTE analysis, cost allocation summary, operational cost trends, revenue source trends	WTCS
WTCS	Contract Reporting System	Contract services trends, contract services revenues, annual reporting	WTCS
WTCS	Employer Follow-up Survey	Indicates employer satisfaction with graduates	WTCS
National Center for Education Statistics	Integrated Postsecondary Education Data System (IPEDS)	Allows MSTC to compare with other colleges across the United States	National
WILM	Academic Effectiveness Indicators (AEI)	Academic effectiveness of programs at MSTC	Internal WILM
MSTC	Annual Energy Usage Report	Analyzes and benchmarks energy use to improve our carbon footprint	Internal
MSTC	Program Performance Plan (PPP)	Measures program performance to support data-informed decision-making	Internal

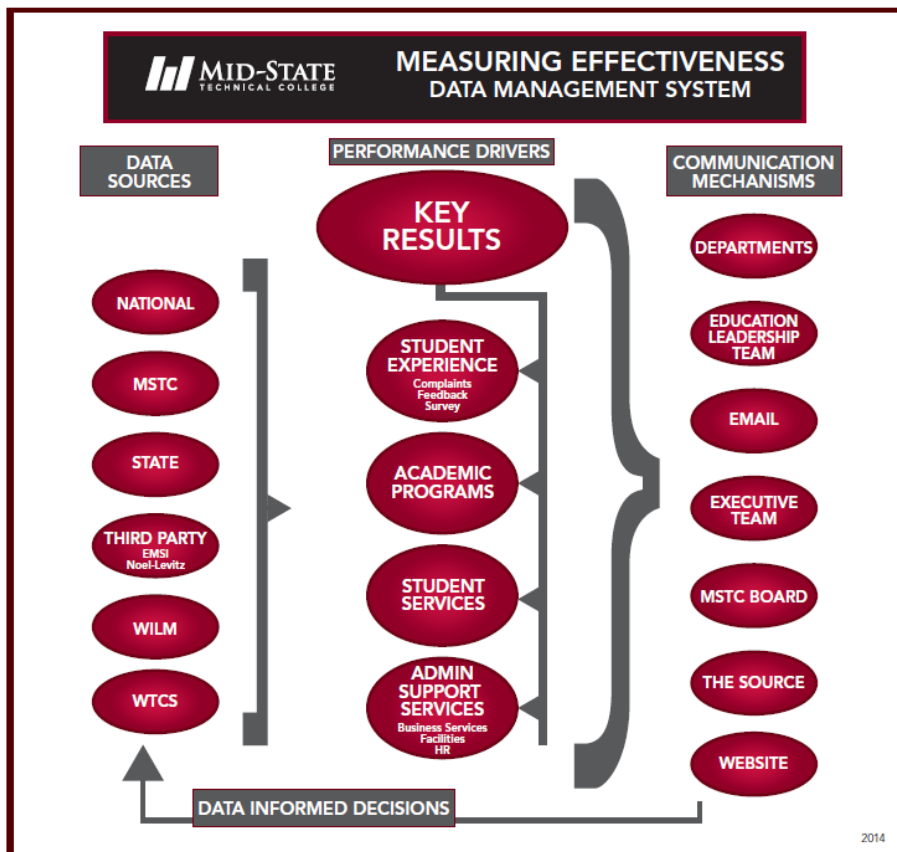
7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?

MSTC works systematically to improve its performance by focusing on Key Results. We select, manage, and distribute data in support of planning and improvement efforts based on Key Results and other national and state reporting requirements. Key Result metrics provide the foundation for selection of data to improve course completion, retention, enrollment, cost per FTE, and employee engagement. Evidence is obtained through the Key Results dashboard and various reports (Table 7P5a).

College- and department-level data related to the Key Result metrics are available and distributed in multiple ways (Figure 7P2a). Data analysis occurs within the Executive Team, ELT, and departments. In response to improvement opportunities, solve-and-dissolve committees are formed to identify and implement solutions.

For example, during a Leadership Development Series (LDS) session, employees brainstormed and prioritized processes interfering with achievement of our Key Results. The budget process was identified as a barrier, and a cross-functional solve-and-dissolve budget experience team was formed. The team surveyed budget managers, analyzed their feedback, and developed and implemented improvements that eliminated the identified barriers. This example demonstrates our ability to enhance our institutional effectiveness by evaluating and improving upon operational experiences (*Core Component 5D*).

Table 7P2a – Measuring Effectiveness Data Management System



7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

Key Results are at the center of our department and unit planning processes. Managers and staff identify specific data and performance information needed to determine, execute, and analyze department

objectives and individual action plans to achieve the Key Results. A cross-functional team consisting of academic affairs, student affairs, and finance representatives identified the need for data mining and an analytical tool to measure student success. A software tool was purchased, and retention reports were developed in concert with the Key Results. Filters are available to analyze specific programs or divisions within the college.

We are aware that, in our current process, departments self-select data for planning. The new PPP, coupled with the institutional research and planning position, will assist us in moving to a more systematic process where all programs will be reviewed with specific and consistent data elements that tie to college strategies and department objectives.

Since 2010, we have centralized our data storage and increased accessibility. We implemented The Source, an internal website for data storage accessible to all employees. Departments responsible for synthesizing data into usable reports post information on The Source where employees have access 24/7 from any location. Examples of data and reports found on The Source include FTE reports, department budgets, and the Key Results dashboard.

7P4. How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization?

The overall performance of our college is analyzed through our Key Results. Key results must be achieved for the continued viability of our organization. MSTC monitors its collegewide performance through these Key Results. Metrics were established by analyzing current and trend data at both college and program levels. National, state, and local data are used to benchmark our performance (Table 7P1a) (*Core Component 5D*).

Employee feedback identified the need for a visible way to monitor and share Key Results progress. In response to this feedback, a Key Results dashboard (Appendix A) was created and placed on The Source. This dashboard is visible and accessible to all MSTC employees. Key Results progress is regularly updated; the frequency of the updates varies depending on the metric (*Core Component 5D*).

7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

MSTC determines comparative data priorities based on internal and external performance measures. We benchmark our Key Results performance targets against other higher education institutions who are members of AQIP, WILM consortium, and the Wisconsin Technical College System (WTCS). Selection criteria include:

- Organizational size
- Continuous improvement focus
- State counterparts
- National counterparts

We recognize that MSTC student experiences, academic programs, student services, and administrative services have a direct and significant impact on our Key Results. We select data that informs college decision makers about the institution's effectiveness and efficiency in these areas.

Multiple data sources are used to compare our performance results with other higher education institutions in the state and nationally (7P5a). These results are analyzed by ELT and individual departments to identify strengths and improvement opportunities and to change processes.

For example, MSTC participates in the Quality Review Process (QRP). QRP is a process for ongoing program improvement in the WTCS. QRP scorecard measures were defined in a series of statewide meetings. MSTC uses the QRP scorecard for program management decisions. In addition, MSTC, in collaboration with its WILM partners, adopted local QRP scorecard measures that are used to benchmark program performance among the three colleges. Employee use of systematic measures such as the Key Results dashboard and the QRP scorecard leads to focused data analysis.

Table 7P5a – Performance results benchmarked against other higher education organizations

Performance	Related Data Report	External Benchmark
Key Result - Student Success		
Course Completion	Student Success by Catalog Number	WILM
Retention	Fall Retention by Academic Program and Plan	WILM
Key Result - Organizational Effectiveness		
FTEs	Current Week Projected FTE	WILM
Cost per FTE	Cost per FTE	WTCS
Key Result - Employee Engagement	Noel-Levitz Employee Satisfaction Survey	AQIP
Student Experiences, Academic Programs, Student Services, Administrative Services	Quality Review Program (QRP)	WTCS
	Academic Effectiveness Indicators (AEI)	WILM
	Noel-Levitz Student Satisfaction Inventory	National, WTCS
	Perkins	WTCS
	Compensation and Benefits Survey	WTCS
	Carlson & Dettmann Compensation Structure	Outside Higher Education
	Cost Allocation Summary	WTCS
	Energy Usage	WTCS
	Performance-Based Funding	WTCS
	Client Reporting System	WTCS
	Program Curriculum	WTCS
	Graduate Follow-up Survey	WTCS
	Staff Accounting	WTCS
	Uniform Fund Financial Accounting System	WTCS
	Employer Follow-up Survey	WTCS

7P6. How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

Executive Team member leadership within the ELT, coupled with MSTC’s individual goal setting process as part of performance appraisal, links department analysis with the Key Results. Although analysis of data and information occurs in departments and units, this process is not mature enough to ensure that the analysis aligns with organizational goals. The development of academic, enrollment, fiscal, facility, and technology plans will lead to better use of data to accomplish long-term strategies identified in the comprehensive Strategic Plan. See Category 8 for more information on the integrated planning, budgeting, assessment, and improvement model.

7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?

MSTC ensures the timeliness, accuracy, reliability, and security of information systems and related processes through a combination of physical and procedural security. All critical systems have

established access security; information access is based on requirements for specific employee roles and responsibilities. We use well-known technology systems (e.g. Microsoft, PeopleSoft) and are a member of the WILM Consortium. This combination provides the college with technical support and expertise that enhance institutional capabilities and impact our information systems' timeliness, accuracy, reliability, and security.

Data are stored locally and at the shared WILM data center. In both cases, data centers are secured against physical and electronic intrusion. MSTC and the WILM data center actively participate in multiple security assessments and audits. Every year in conjunction with MSTC's insurance provider, Districts Mutual Insurance (DMI) and its underwriter NetDiligence, a cyber-risk assessment is performed on MSTC's network infrastructure, data environment, and security policies and practices. From the results of the audit, MSTC plans for and implements any necessary action. This also applies to the WILM data center.

Before deploying new reports or software, data are vetted using a test database. Systems are tested for accuracy before being put into production.

MSTC ensures the timeliness of data in information systems through a combination of WTCS, local, state, and federal deadlines and processes. Standards and processes are in place for data entry and reporting, which means that PeopleSoft information is current and, in combination with sophisticated and flexible reporting tools like Cognos, MSTC is confident that data are current and accurate.

MSTC has clearly-defined IT policies for employees and students. Policy compliance is monitored using a variety of software tools and physical devices.

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Our system for information and knowledge management has a dual purpose: to meet the requirements of state and other external bodies and to meet our internal data needs for informed decision making to achieve our Key Results. To measure the effectiveness of our system, we evaluate the usefulness of our data in fulfilling external reporting requirements and assessing progress toward our Key Results.

An assessment of our system, as it relates to collecting and using information, identified gaps in our ability to analyze and apply data. We recognize we have an abundance of data yet lack the mature processes needed to fully convert data into meaningful information that supports data-informed decision making. Analysis occurs in pockets within the organization but is not a fully integrated system.

7R2. What is the evidence that your system for Measuring Effectiveness meets your organization's needs in accomplishing its mission and goals?

Evidence that our system meets our organization's needs is demonstrated by our ability to measure, monitor, and communicate improvements around student success, organizational effectiveness, and employee engagement. We consistently, and with confidence, successfully complete external audits, reporting requirements, and program accreditations. For example, we received a 2013 commendation on thoroughness and accuracy of our veterans reporting from the Wisconsin Department of Veterans Affairs during a veterans services audit. In addition, we are moving to a state performance-based funding model that consists of nine criteria. Our performance will be measured on three years of data and compared to the other 15 Wisconsin technical colleges. We are able to mine and analyze the performance-based funding data in a manner that allows us to measure our progress and benchmark with peers. WILM

provides us with consistent data for benchmarking with our peers, which allows us to make informed decisions that improve programs and services in fulfillment of our Mission.

7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Our system for measuring effectiveness allows us to benchmark or compare with other Wisconsin technical colleges. For example, our results related to performance-based funding criteria identify the college as a high performer in the following areas, when compared to the other 15 technical colleges:

- Adult Basic Education (ABE) – Number of adults served by basic education courses, adult high school, or English language learning courses; courses that combine basic skills and occupational training as a means of expediting basic skills remediation; and the success rate of adults completing such courses
 - Highest success rate of completers
- Special Populations – Training or other services provided to special populations (minority, Pell grant recipients, veterans, incarcerated, dislocated workers, and persons with disabilities) that can be considered unique to the district
 - Highest concentration of special populations
 - Highest concentration of persons with disabilities
 - Third highest concentration of veterans
- High-Demand Fields – Number of degrees awarded in high-demand fields as defined by the Wisconsin Department of Workforce Development
 - The percent of MSTC graduates in high-demand fields exceeds the WTCS average

7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for *Measuring Effectiveness*?

We focus on improving our ability to measure effectiveness through a systematic approach to gathering and applying data to drive organizational improvement. In recognition of our need to be more systematic and evidence-driven, we have made significant overarching improvements in this area over the last two years. Those improvements are described below.

- Key Results were created with measurable targets and are regularly monitored.
- A comprehensive and integrated strategic planning process is underway; we have completed the first of three phases. To assist us with development of our planning model, we engaged the services of a nationally-recognized community college strategic planning firm in 2013-14. They are returning in 2014-15 to help us design and deploy an effective planning process across the institution.
- A business intelligence (BI) manager was hired to lead the WILM BI team. The team was restructured to support the changing needs of the colleges in attaining information for decision making.
- A new institutional research and planning position has been created to drive our systematic data processes and ensure their sustainability. This position is expected to be staffed by fall 2014.

Prior to implementation of these continuous improvements, we lacked clear organizational improvement targets to drive department and operational planning. Today we have an overarching framework of Key Results; each has metrics that are measured and applied to monitor our progress.

712. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Measuring Effectiveness*?

Our organizational culture is critical to any continuous improvement process. Change is driven by our employees, and a solid infrastructure is needed to support process improvements.

Key Results and Culture of Accountability (CoA) are creating an environment in which MSTC employees collect and analyze data differently. Employee focus on performance targets has increased, and they are more engaged in using data to drive performance improvement. Key Results and CoA were intentionally rolled out in tandem to accelerate the transition to a results-driven culture. In order to achieve our Key Results, all employees need to 1) Understand what the Key Results are; 2) Understand how they impact the Key Results; and 3) Demonstrate our Cultural Shifts to positively impact the Key Results. The shift to a data-driven culture also led to a more integrated strategic planning model focused on student success.

The WILM Consortium is an essential part of our infrastructure that supports processes for measuring effectiveness. The consortium has a systematic, proactive approach to providing essential data needed for decision making. Reorganization of the WILM BI team and their execution of a strategic plan (Figure 712a) have improved our processes for measuring effectiveness as demonstrated by increased reliability and ease of access to reports that align with our Key Results metrics.

Figure 712a – WILM BI Team 2013-2015 Noel-Levitz Timeline

Strategy		Dec-13	Jan-14	Feb-14	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Q4 - 2014	Q1 - 2015	Q2 - 2015
1	KPIs/Academic Effectiveness Measures/College Metrics/Performance-Based Funding													
	Define													
	Build													
	Testing													
	Rollout													
2	Report Assessment													
	Review													
2	Data Warehouse Architecture Redesign													
	Design													
	Build													
	Student Redesign													
	Rollout													
3	Financial Data Mart													
	Consultants													
	Build													
4	Data Governance													
	Organization													
5	Documentation													
	Metadata													
5	Self-Service Reporting													
	Define Users and Needs													
	Build Package(s)													
	Documentation													
	Training													
	Rollout													
5	Web Report Request System													
	Define													
	Build													
	Training													
5	Improve User Experience													

Category 8: Planning Continuous Improvement

MATURITY LEVEL: Systematic

OVERVIEW: Strategic planning plays an important role in setting the direction of our college. The Board of Directors (BOD) establishes our Strategic Directions based on input from internal and external stakeholders and data. The Strategic Directions guide instruction and operations, establish priorities for the college, and help ensure fulfillment of our Mission.

Our first Noel-Levitz Mid-State Technical College (MSTC) Employee Satisfaction Survey was administered in 2012; data analysis indicated a need for leadership to provide a clearer sense of purpose. The Executive Team identified this as a top priority and implemented an inclusive process to identify three Key Results with metrics that set our direction and measure our progress: Student Success, Organizational Effectiveness and Employee Engagement. Working from the foundation of these Key Results, MSTC initiated a collegewide process in January 2014 to develop an integrated and comprehensive five-year Strategic Plan. The goals of this plan are to establish a roadmap of integrated strategies with measurable outcomes and to support efforts to build a Culture of Accountability (CoA) aligned with our Mission and Vision.

The strategic planning process was designed for broad engagement of internal and external stakeholders and included feedback from community and educational partners, employers, and internal groups. A 15-member employee College Strategic Plan Coordinating Committee (CSPCC) was formed to guide our strategic planning process, provide input and feedback, and serve as a vehicle for communication. Campus-based forums were held for students and staff. Data obtained through the strategic planning process are applied in setting college priorities and direction.

CoA, Key Results, and comprehensive strategic planning are monumental new initiatives for MSTC. They are clarifying our focus, strengthening our planning processes, and improving our effectiveness in achieving MSTC's Mission and Vision. While this is a work in progress, significant progress has been made since 2010. We now have clear, explicit goals that promote closer coordination among and between institutional units.

PRIORITIES FOR IMPROVEMENT: We anticipate many benefits from the strategic planning process, which will fuel upcoming academic, enrollment, fiscal, technology, and facility planning. A commitment to decisions based on evidence and data is at the core of this planning process. We are creating a fall 2014 research and planning position to support data-informed and evidence-based decision making that is aligned with our Strategic Directions and Key Results. Other improvements in our planning system that will advance our maturity level of Planning Continuous Improvement include:

- College Brain Trust (CBT) has been engaged for 2014-15 to facilitate process improvement strategies and action plans that will further integrate our new planning processes and align secondary plans
- College leadership has moved to initiate an institutional research and planning position
- We will align the Strategic Directions, Key Results, and Strategic Plan
- We will also align our budget development process with department objectives

8P1. What are your key planning processes?

MSTC's key planning processes are our Strategic Directions, Key Results, five-year Strategic Plan, departmental planning, budget alignment, and operational planning. These processes are systematically

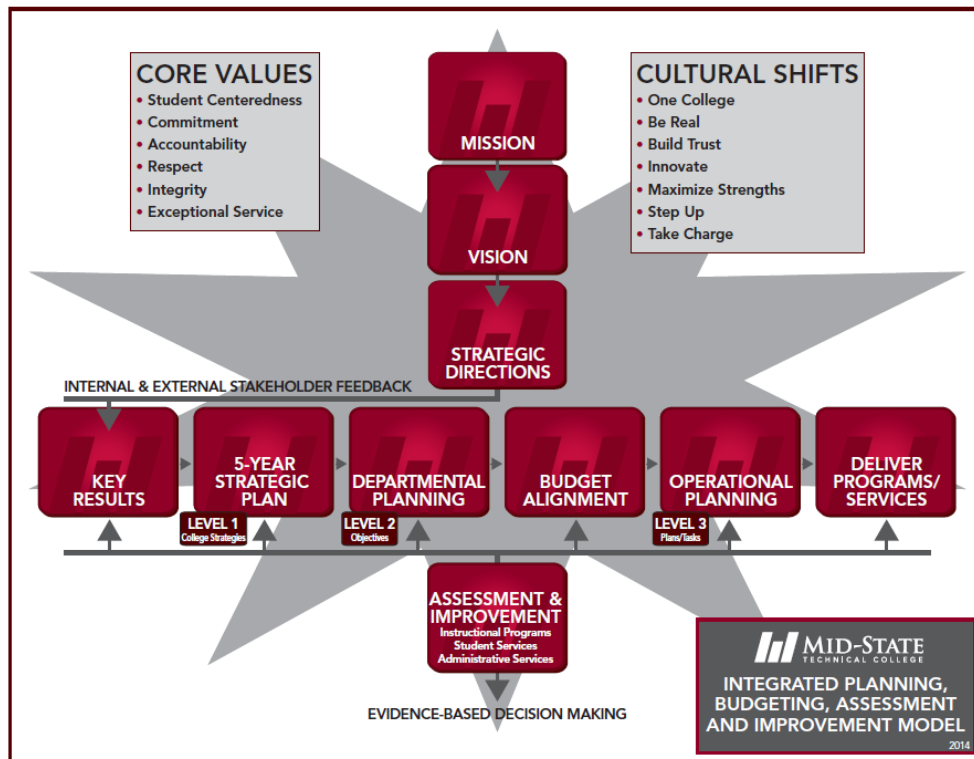
connected, aligned, and integrated through assessment and feedback for continuous improvement. An overarching framework has been developed to illustrate this integration (Figure 8P1a). The Wisconsin Technical College System (WTCS) and local stakeholder needs inform MSTC’s planning process.

Our integrated planning, budgeting, assessment, and improvement model ensures alignment across the college and sets the stage for cyclical review of our Mission, Vision, Strategic Directions, and long-range planning. The MSTC BOD engages in an annual strategic planning process. During this process, the BOD reviews the Mission and Vision statements and a set of Strategic Directions. The Mission and Vision are reviewed annually. Strategic Directions (Table 5P2a) are revised every three years and represent the BOD’s guidance for MSTC over the mid- to long-range planning horizon.

MSTC is in the process of moving from decentralized planning by department to a systematic, comprehensive approach that will incorporate department planning together with Key Results through an integrated strategic plan that aligns all of our planning components. To do this, we made the decision to develop a comprehensive five-year Strategic Plan. This will ensure that our Key Results and Strategic Plan align with the policy direction of the BOD’s Strategic Directions. The following steps have been taken:

- Acquired BOD and Executive Team support
- Engaged Education Leadership Team (ELT)
- Contracted with CBT
- Identified interrelationships between and among key planning processes
- Formed the CSPCC
- Completed the strategic planning discovery phase (environmental scan, data collection, organizational review, and assessment)

Figure 8P1a –Integrated Planning, Budgeting, Assessment and Improvement Model



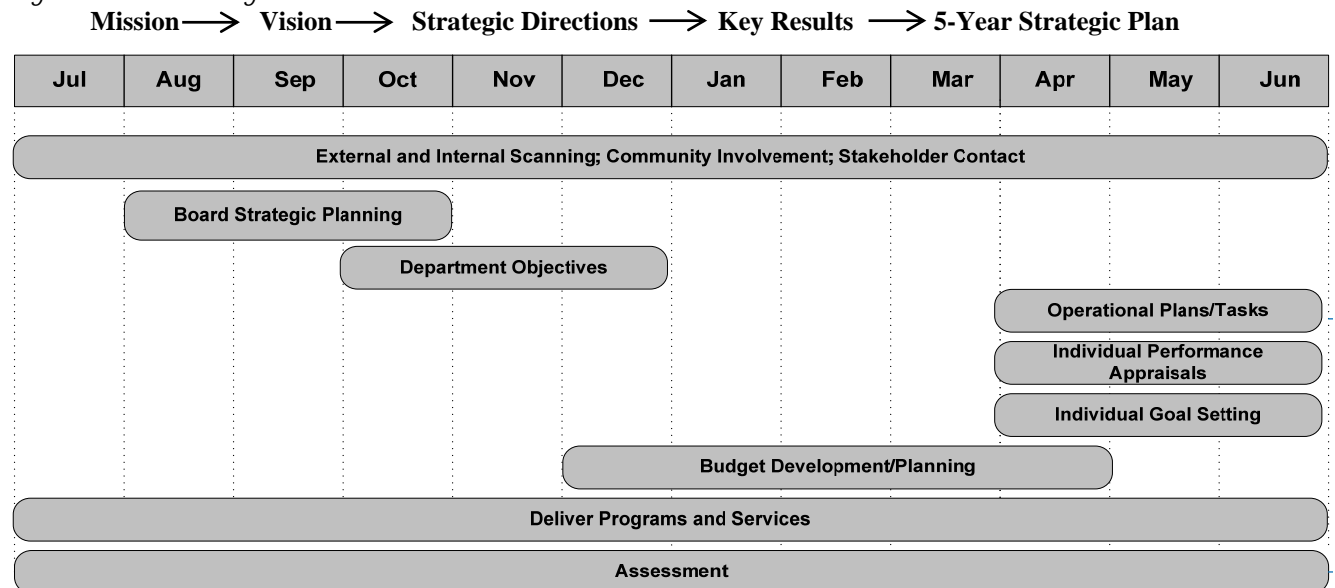
Strategic Directions drive development of Key Results. Key Results are those major areas on which we must focus in order to maintain and grow our organizational health while fulfilling our Mission of “transforming lives through the power of teaching and learning.” The process used to develop the Key Results is described in 8P5.

Key Results drive development of our five-year comprehensive Strategic Plan. We are in the developmental phase of creating the Strategic Plan, moving into the final stages. In the 2014-15 academic year we will align our budget development process with department objectives. Department and unit planning will drive budget development, and we will continuously assess and improve our instructional programs and student and administrative services. Once the five-year plan is established, secondary plans will be developed in alignment with this master plan. We are streamlining our processes to eliminate redundancy and departmental silos and further strengthen community responsiveness.

The development process for the Strategic Plan is comprised of an environmental scan of the MSTC District, a full assessment of internal and external stakeholders including students, and an analysis of institutional data. We recently reached out to obtain broad-based employee engagement in a new way, forming the CSPCC to guide the strategic planning process and serve as a vehicle for communication to others throughout the college. CSPCC is a 15-member cross-functional employee committee consisting of new and longstanding employees who represent all employee groups, campuses, instructional divisions, and support areas of the college. The Executive Team and CSPCC are currently in the process of analyzing internal and external quantitative and qualitative data as part of our strategic planning process. Results will be used to establish college priorities for the next five years.

The strategic planning process (Figure 8P1b) includes ongoing external and internal scanning. Opportunities for improvement can be identified by all stakeholders. Operational planning in our college occurs throughout the year and reflects our continuous improvement approach to our changing environment. The new integrated planning process will strengthen data-informed decision making.

Figure 8P1b - Planning Timeline



A core component at the heart of MSTC's planning is its academic plan. Currently, the academic plan reflects the strategies and objectives of individual academic units and is reviewed on an annual basis. Upon evaluation, it was realized that this planning model encouraged silos during a time when collaboration was and is of paramount importance. As a result, MSTC has stepped back and reevaluated this process. In fall 2013, we engaged the services of CBT, recognized nationally for their work in community college strategic planning. MSTC is now in the midst of improving its comprehensive planning process, which will result in a coordinated educational master plan. This new systematic process ensures that all elements of the Strategic Plan are aligned and balanced. We will align the academic planning process upon completion of the Strategic Plan in 2014.

MSTC's newly formed ELT integrates the planning and operation of core student and academic services. Membership was expanded to bring together a broad cross-section of areas in the college with key responsibilities for teaching and learning. This has resulted in our ability to develop more comprehensive strategies and processes to enhance teaching and learning. Previously, membership was limited only to deans. Today, membership includes associate deans, student affairs directors, and others who meet monthly to make decisions that collectively impact Academic Affairs and Student Affairs to influence Student Success, Organizational Effectiveness, and Employee Engagement. This team is co-chaired by the Vice President of Academic Affairs (VPAA) and the Vice President of Student Affairs (VPSA). Increased synergy and collaboration have led to innovative strategies to enhance Student Success, Organizational Effectiveness, and Employee Engagement. ELT convenes solve-and-dissolve teams comprised of faculty, staff, and administration representatives to focus on key areas for improvement. An example of a process improvement identified by ELT was the collegewide credit for prior learning (CPL) process. ELT identified a cross-functional committee to evaluate the CPL process and make recommendations for improvement. Recommendations were adopted by ELT and implemented collegewide to meet this student need.

8P2. How do you select short and long-term strategies?

Short- and long-term strategies are selected based on data and stakeholder input. Our comprehensive strategic planning model employs a phased approach to select short- and long-term strategies. This new process was initiated during the 2013-14 year. The discovery phase (winter/spring 2014) consisted of an environmental scan, quantitative and qualitative data collection, organizational review and assessment, and a formal SWOT analysis based on stakeholder feedback. During the plan development phase (spring/summer 2014), a five-year plan that aligns with MSTC's Mission, Vision, Strategic Directions, and Key Results will be developed. The plan will include college strategies, department objectives, and operational plans. The implementation and summation phase (summer/fall 2014) will consist of designing an implementation framework with a matrix of targeted strategies and activities to achieve short- and long-term goals, recommendations for sustaining the strategic planning framework and alignment of the organizational/functional structure, resource allocation, information technology (IT), and facilities changes necessary to fully implement the plan.

Three additional sources of data include Noel-Levitz employee and student satisfaction surveys and AQIP evaluator feedback received from our portfolio reviews. AQIP strategy forums were also used to select short- and long-term strategies. As an example, evaluator feedback identified that MSTC could do more work in the area of valuing people. We attended an AQIP strategy forum in 2011 and developed an action project with a charter to build a sustainable model for valuing people. Category 4 provides detail concerning this action project.

8P3. How do you develop key action plans to support your organizational strategies?

Action plans are a key component of MSTC's new comprehensive planning model (Figure 8P1a). MSTC took a step back from its previous approach to planning and made significant changes to ensure alignment of all key processes and action plans with our Key Results. When the Strategic Plan is complete, academic, enrollment management, technology, and facility annual plans will be reviewed and aligned with the master plan to guide departmental objectives and action plans. Each operational action plan will include the following:

- Lead person responsible
- Resources needed
- Measurable outcomes
- Data necessary for evaluation of effectiveness

This evidence-based process will close the loop on our planning process and promote data-informed decisions for future planning.

Opportunities for continuous improvement through action plans are identified and developed by teams of stakeholders throughout the organization, such as ELT. MSTC uses a solve-and-dissolve approach for many teams. Teams form in response to an improvement opportunity, engage appropriate stakeholders, evaluate the issue, implement process changes, monitor the results of the change, and dissolve when a solution is in place. Initiatives with a large college impact have a sponsor from the Executive Team to ensure the team's direction is aligned with MSTC's Key Results. The use of teams in action planning allows all members of the organization to participate in the process and brings diverse perspectives to the action planning process. It also helps to build a shared vision within the organization.

8P4. How do you coordinate and align your planning processes, organizational strategies, and action plans across your organization's various levels?

MSTC embarked upon changing the college culture in concert with instituting a comprehensive and robust strategic planning process. Culture crosses all levels of the organization. A culture that embraces accountability is foundational to attainment of the Key Results.

Strategic Directions serve as the basis for our president's performance goals. The president's goals are operationalized through the goals of our four vice presidents. In turn, the vice presidents' goals cascade throughout the organization. Department objectives are identified, and individual goals are developed as part of the annual performance appraisal process. This formal and systematic approach aligns planning processes, organizational strategies, and action plans at all levels of the organization.

This planning process ensures that individual employee goals align with Strategic Directions and Key Results. How individual goals are achieved is left to the expertise of the individual developing the goals and the supervisor. One of MSTC's Core Values is Accountability, which charges each employee to take responsibility for processes, decisions, and outcomes within his or her scope of influence, and apply that expertise to continuously improve college systems and strengthen organizational performance.

This planning process is cyclical, with well-established events that occur throughout the year. The Strategic Directions and Key Results are central to MSTC's budgeting process. A timeline of annual processes is depicted in Figure 8P1b.

The CSPCC described in 8P1 is a strong communication mechanism. This cross-functional committee with members from all employee groups exemplifies Employee Engagement, strives for organizational

effectiveness, and will build unity of thinking and consistent messaging throughout the organization. This increases employee buy-in, which is critical to the success and sustainability of our Strategic Plan.

8P5. How do you define objectives, select measures, and set performance targets for your organizational strategies and action plans?

Based on results of environmental scanning, coupled with internal data analysis of areas vital to student learning and organizational health, MSTC identified its three 2013-2015 Key Results. MSTC monitors collegewide performance through the Key Result metrics (Table 8P5a). Metrics were established by analyzing current and historic data at the college and program levels. As an example, MSTC 1970-2012 enrollment data was evaluated to determine the FTE target. Additionally, reports were created and analyzed for semester-to-semester retention and course completion metrics. Metrics were vetted through broad employee participation in various forums. Student Success, Organizational Effectiveness, and Employee Engagement baseline data and proposed targets were shared with employees through the Leadership Development Series (LDS) and Campus Feedback Sessions. Employees were asked if the metrics and targets were appropriate; overwhelmingly, employees agreed with the metrics and targets. Department managers met with staff to review data, brainstorm strategies, and develop action plans on how to reach our Key Results. We have a gap between departmental planning and our Key Results. The new Strategic Plan will bridge that gap and align the processes into an integrated whole.

As we proceed to the plan development stage (spring/summer 2014) of the strategic planning process, we will develop measurements for each level of the plan: college goals, department objectives, and operational plans. The discovery phase of the planning process includes a thorough review of internal and external data that will be used to develop goals and measurements.

We recognize our internal data gathering lacks a systematic process to define objectives, select measures, and set performance targets at the department level. The FY15 budget contains dedicated resources for an institutional research and planning position. The primary responsibilities of this position will be research, planning, and institutional effectiveness. As a result, the institution will have a new resource to support a data-informed and evidence-based approach to decision making in alignment with our Strategic Directions and Key Results.

Table 8P5a – Key Results Performance Updates

2013-2015 Key Results	Frequency
Student Success – Increase individual course completion of “C” or better by 3%.	February & July
Student Success – Increase semester to semester retention of program students by 3%. (Fall to Spring)	February & July
Student Success – Increase semester to semester retention of program students by 3%. (Fall to Fall)	October
Organizational Effectiveness – Increase FTEs by 1%.	February, April, July, October
Organizational Effectiveness – Reduce organizational cost per FTE by 3%.	February, April, July, October
Employee Engagement – Improve employee engagement by 3%.	February & October

8P6. How do you link strategy selection and action plans, taking into account levels of current resources and future needs?

In an environment challenged by funding restrictions, our strategy selection for investment of our resources centers on action plans that will drive us toward achievement of Key Results and that align with our Mission and comprehensive Strategic Plan’s focus on current and future needs.

The annual budgeting process aligns with the strategic planning process as depicted in Table 8P1b. Key Results and the five-year Strategic Plan drive development of department objectives. Department action plans and objectives then guide development of the annual budget in a way that funds high-priority operational tasks.

We have a well-established budgeting process in place that reflects Government Accounting Standards Board (GASB) accounting principles and is validated by our Aa1 Moody rating and the Higher Learning Commission (HLC) financial composite score of 1.6 (*Core Component 5A*). Budget planning begins in December with revenue forecasting that takes into account projected property taxes, state and federal funding, student tuition and fees, and other revenue sources. The fiscal year begins in July. Concurrently with revenue forecasting, departments begin to identify staffing, facilities, technology, and other resources needed to implement action plans linked to the Key Results and college strategies. Resource prioritization begins with alignment with our Strategic Plan and proceeds to departmental objectives and operational plans (Appendix G). This ensures that departmental needs are consistent with the long-range plan of the college.

One outcome of our strategic planning process was identification of the need for a Master Facility Plan that supports strategic and academic planning. Development of an appropriate facility infrastructure that fosters educational excellence will be a vital component of implementation of the strategic and academic plans. We prioritized development of a comprehensive Master Facility Plan and dedicated resources for it in the FY15 budget.

8P7. How do you assess and address risk in your planning process?

MSTC faces several funding and expenditure variations each year that lead to financial risk. Factors contributing to this risk include:

- Enrollment fluctuations
- Changes in the labor market and requisite occupational skills
- Need for economic recovery in our communities
- Rising health insurance costs
- Growing shift in college funding from local to state

MSTC's budget planning process enables us to maximize our strengths to sustain high-quality programs and services. It is also intertwined with efforts to take strategic and calculated risks, address challenges, and pursue opportunities, as it provides flexibility to actively respond to evolving and ever-changing business and community needs.

Before preparing the annual budget, the Business Office evaluates external and internal sources for perspectives on all of these factors in order to anticipate possible variations in funding and expenditures. Faculty and administrators project enrollments and expenses for the upcoming year, WTCS provides funding projections and MSTC conducts scans of economic conditions throughout Wisconsin and the nation.

Identified risks are then incorporated into the budgeting process to create a conservative projected budget. If MSTC has a budget shortfall despite all of these efforts to reduce risk, it has an adequate reserve fund, as defined by MSTC BOD policy and in accordance with WTCS and HLC guidelines.

MSTC is cognizant of risk, continually addressing it in the planning process. In the area of program development, we attempt to incorporate the idea of core curricula within our divisions. The courses that

make up this core are designed to benefit all students in the division and build a strong skill and knowledge base. For instance, in the Business Division this core includes Intro to Business, Microsoft Office- Beginning, Business Law and Ethics, and Accounting I. Using a core course model allows MSTC to build existing and new programs on a foundation of coursework. Because coursework is shared by multiple programs, program enrollment fluctuations are minimized at the course level, and enrollment data from these courses provide information which is then used for scheduling second-year courses for programs.

New programs are critical to technical colleges as they respond to district training needs. Risk assessment is incorporated into the WTCS new program approval process (Table 1P2a). In addition, MSTC focuses on creating career pathways when designing new programs. The pathway approach increases student options, meets employer demands, and supports cost-sharing for starting and maintaining new programming, reducing the risk of program suspensions.

8P8. How do you ensure that you will develop and nurture faculty, staff, and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Engaged employees are essential to creating extraordinary organizational results. Critical thinking, problem solving, and proactive response to a changing environment are components in MSTC's internal employee development initiatives. We recognize employees and the contributions they make in positively impacting student learning and Key Results. The development of faculty, staff, and administrator capabilities are supported through collegewide training, development sessions, and professional conferences. For more information on staff development, see Category 4.

8R1. What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

At the highest level of planning and effectiveness is the measurement of our Key Results, which have a clearly defined set of metrics. MSTC has a large amount of quantitative data available that we collect and analyze on a regular basis to evaluate the effectiveness of our planning processes and achievement of departmental objectives, college strategies, and Key Results. With the completion of our strategic planning process, we will have a closed-loop model that will ensure evaluation of planning and processes.

Since 2010, MSTC has made a concerted effort to obtain additional qualitative data to add to existing quantitative data to more comprehensively measure the effectiveness of our planning. For example, in 2013-14, our president conducted "See it with Sue" sessions to understand the effectiveness of our CoA and Key Result planning processes. Nearly 80 employees participated in 18 sessions and provided the president with over 20 hours of feedback and qualitative data. Major themes were identified and shared with all employees. Executive Team members worked with staff to develop action plans in response to themes related to their areas of responsibility. For example, one feedback theme indicated that our approach to long-term strategic planning needed to be more robust. As a result we are in the midst of creating a comprehensive integrated planning model that aligns our key planning processes.

Employer feedback is another measure of the effectiveness of our planning processes and systems. Employer feedback is collected in a variety of ways. Nearly 350 employers and employees comprise MSTC's program advisory committees, providing critical and valued feedback annually. Programs use this feedback in their department planning to improve programs. Advisory committee members were also surveyed in 2014 as one component of the strategic planning discovery phase. A formal survey was sent to program advisory committee members. Both qualitative and quantitative questions were posed. Results were analyzed and are being used in development of our five-year Strategic Plan. Employer

feedback is a high priority to our president. She has met with 120 employers since she took office in 2011. She shares their feedback with the Executive Team for analysis. As a result, planning process and system improvements are made.

8R2. What are your performance results for accomplishing your organizational strategies and action plans?

Our organizational strategies are focused on attaining the Key Results. Key Result metrics set concrete performance targets for Student Success, Organizational Effectiveness, and Employee Engagement. Targets and performance results are outlined in Table 8R2a.

Table 8R2a – Key Results Dashboard

Key Results

	Progress	FY13	Current	Target	Last Update	Next Update
Student Success - Increase individual course completion of "C" or better by 3%.		76%	77.5%	79%	Feb-2014	Jul-2014
Student Success - Increase semester to semester retention of program students by 3%. (Fall to Spring)		70.6%	72.5%	73.6%	Feb-2014	Feb-2015
Student Success - Increase semester to semester retention of program students by 3%. (Fall to Fall)		51.2%	-	54.2%	-	Oct-2014
Organizational Effectiveness - Increase FTEs by 1%.		2,122	2,070*	2,144	Apr-2014	Jul-2014
Organizational Effectiveness - Reduce organizational cost per FTE by 3%.		\$13,939	\$14,379**	\$13,520	Apr-2014	Jul-2014
Employee Engagement - Improve employee engagement by 6%.		3.78	4.08	4.00	Feb-2014	Oct-2014

*Annualized. A decrease of 3% in FTEs was expected and budgeted for FY14. Our collective efforts have positively impacted the FY14 projected decrease.

** Increase in cost/FTE is attributed to declining FTEs and was expected based on projected FTEs. Positive enrollment growth, course completion, and retention in FY15 will enable the College to move toward our key result.

Beginning with 2014-15, we will also be measuring our performance in nine recently-legislated performance-based funding criteria. Strong performance in these criteria will result in additional funding that will improve our Organizational Effectiveness, which is a key organizational strategy. In addition to measuring performance in areas such as graduate placement, high-demand occupation placement, adult basic education (ABE) success, dual enrollment, and special populations enrollment, colleges will be measured on collaboration with stakeholders. Per state statute, MSTC will use data from three previous fiscal years to benchmark MSTC’s performance against the other 15 Wisconsin technical colleges.

Since 2010, two key action plans included building a sustainable model for valuing people and creating a systematic program performance evaluation process. The valuing people action plan produced four major results: a new employee orientation, recognition for performance excellence, LDS, and an employee satisfaction survey. See Category 4 for additional information. The program performance action plan resulted in creation of a comprehensive Program Performance Plan (PPP) that will be implemented in fall 2014.

8R3. What are your projections or targets for performance of your strategies and action plans over the next 1-3 years?

Each of our three Key Results has associated metrics and annual targets. Action plans have been developed to reach each target. Key Result targets reflect what we want to achieve in order to grow our organizational health and meet student, employer, and community needs. These targets were identified after undergoing an environmental scanning process, including data from Economic Modeling Specialists International (EMSI) and Noel-Levitz student and employee satisfaction surveys. A SWOT analysis was used to identify MSTC’s strengths, weaknesses, opportunities and threats. Academic Affairs and Student Affairs members of ELT developed collaborative strategies and action plans to move us toward our targets.

We will replicate this process to create the next iteration of Key Results. However, it should be noted that our institutional assessment process has matured. The process for determining our next Key Results will begin in fall 2014 and conclude by December. This inclusive process will again include data gathering, BOD and employee input, alignment with 2015-2017 Strategic Directions, and budget development. Finalized Key Results will be shared with employees in January 2015 in time for FY16 budget development and individual goal setting.

8R4. How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Our planning model contains our processes for planning continuous improvement. These processes include our Key Results, five-year Strategic Plan, department objectives, budget alignment, and operational planning. We have performance results for our Key Results that we monitor and benchmark, as identified in Table 7P5a.

The following tables (Tables 8R4a, 8R4b, 8R4c and 8R4d) present comparisons of performance results between MSTC and other high education organizations.

*Table 8R4a – Key Result – Student Success (Course Completion) – WILM Benchmark
Successful = C or Better*

WILM Colleges	Fall 2013 % Successful
Lakeshore	84%
Mid-State	77%
WI Indianhead	81%
Average:	81%

Table 8R4b – Key Result – Student Success (Retention) – WILM Benchmark

WILM Colleges	Fall 2012 >> Spring 2013	Fall 2012 >> Fall 2013	Fall 2012 >> Spring 2014
Lakeshore	82.1%	57.0%	48.1%
Mid-State	71.1%	54.5%	44.9%
WI Indianhead	71.2%	48.5%	41.4%

Table 8R4c – Key Result – Organizational Effectiveness – WTCS Benchmark (Source: Schedule C-10 Cost Allocation FY12-13)

2012-13 Actual Total FTE Students and Cost by District		
WTCS Colleges	Total FTE's	Cost per FTE
Northcentral	3,760.8	\$11,608
Northeast WI	7,134.1	\$11,952
Western	3,710.3	\$12,751
Chippewa Valley	4,247.8	\$13,065
Mid-State	2,130.5	\$13,111
Blackhawk	2,289.2	\$13,300
Gateway	5,812.8	\$13,534
Southwest WI	1,637.5	\$13,924
Milwaukee Area	13,155.6	\$14,080
Fox Valley	7,287.7	\$14,405
Lakeshore	2,141.0	\$14,599
Madison Area	10,444.8	\$14,907
Waukesha County	4,574.6	\$15,667
Moraine Park	3,041.1	\$15,721
WI Indianhead	2,741.4	\$16,034
Nicolet Area	1,068.8	\$19,332
WTCS Average	75,178.0	\$14,005

Table 8R4d – Key Result – Employee Engagement – AQIP Benchmark

Indicator	Noel-Levitz Employee Satisfaction Survey – MSTC Results 2012	MSTC Culture Assessment 2014	AQIP Noel-Levitz Employee Satisfaction Survey – AQIP Results 2012
The type of work I do on most days is personally rewarding.	4.08	4.24	4.11
The work I do is appreciated by my supervisor.	3.82	4.12	3.91
The work I do is valuable to the institution.	3.93	4.44	4.02
There is good communication between employees and administrators.	3.05	3.40	3.11
Employees take pride in their work.	4.06	4.22	3.85
Average	3.78	4.08	
Survey Response Rate	75%	64%	

8R5. What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The effectiveness of our system for planning continuous improvement is directly related to the progress we make toward our Key Results. Our integrated planning, budgeting, assessment, and continuous improvement model has been recently implemented. At this time, we do not have evidence related to the effectiveness of this system because our system is new; we have not yet completed the final two phases of this comprehensive planning model. The plan development phase is scheduled for completion by summer 2014, and the final implementation and summation phases by year end.

We currently measure and evaluate our planning processes in a less formal mode. However, when we complete implementation of the new integrated planning process, the next step will be to develop a formal approach to measure and evaluate our planning processes under this new model.

8I1. What recent improvements have you made in this category? How systemic and comprehensive are your processes and performance results for Planning Continuous Improvement?

MSTC has made a concerted effort to strengthen Planning Continuous Improvement and has made significant progress. A new and enthusiastic leadership team has spearheaded initiatives focused on greater accountability for our Mission and Vision.

We took the important first steps of having collegewide discussions regarding what is required in order to grow the organization and provide effective and meaningful learning experiences. As a result, we embarked on a journey to develop our organizational structure and the human capacity of our employees to perform at a high level of effectiveness. Three Key Results, a first in the history of the college, were established with metrics.

The college also engaged the services of CBT to assist in our comprehensive planning makeover. We are building an integrated planning system that will tie together previously disparate parts into a systematic and integrated process that will allow us to plan in a robust and comprehensive way, one that is responsive to stakeholder needs, consistent with our Mission and Vision, and focused on our Key Results of Student Success, Organizational Effectiveness, and Employee Engagement.

The last time we undertook a comprehensive planning initiative of this magnitude was nearly 13 years ago. Leadership of the college dedicated resources in the FY15 budget for the final phases and remains firmly committed to the process and its sustainability. By investing in development of a solid planning foundation at the same time that we developed clear and measurable targets for improving performance, we are positioned to sustain process improvements and support attainment of Key Results. Concurrently, we began developing people through CoA, LDS, professional development initiatives, and the new CSPCC. Additional support is achieved through inclusion of CoA in new employee orientations and all employee performance appraisals, and progress will be further enhanced through a new, dedicated institutional research staff position.

8I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in *Planning Continuous Improvement*?

In 2013, we embarked on a journey to create a culture in which employees are encouraged to think and act in the manner necessary to achieve the Key Results. In this model, managers create an environment and culture of engagement. Engaged employees identify improvement opportunities, research solutions in alignment with our Key Results, and make decisions. This culture, heavily steeped in employee

engagement, is foundational to setting and attaining our Key Results. Data gathering, BOD and employee input, alignment with Strategic Directions, and budget development are major components of our planning system. Integration within this system will be enhanced with our Strategic Plan's new comprehensive institutional assessment phase. Alignment of our three-year Strategic Directions and five-year Strategic Plan will be required.

Category 9: Building Collaborative Relationships

MATURITY LEVEL: Systematic

OVERVIEW: Mid-State Technical College (MSTC) actively pursues establishment and ongoing maintenance of key partnerships within our district, region, and state. As a relatively small organization, a philosophy of collaboration has been essential to identifying priorities, leveraging resources, and serving student and stakeholder needs. We work closely with area employers, business and industry, PK-12 districts, other postsecondary education providers, government entities, accrediting agencies (institutional and program specific), community organizations, and our own staff members. These collaborative relationships help advance the Mission and Vision of the college while also assisting in achievement of our Key Results.

We have made significant strides in gathering data from employees to better understand how to effectively build and strengthen internal relationships to ensure integration and communication. Use of the Noel-Levitz Employee Satisfaction Survey now provides opportunities to trend data and compare results with other organizations.

PRIORITIES FOR IMPROVEMENT: MSTC recognizes the need to further stabilize processes for gathering performance measures, including those that relate to Building Collaborative Relationships, in order to advance the current systematic maturity level. The FY15 budget contains dedicated resources for an institutional research and planning position. The primary responsibilities of this position will be research, planning, and institutional effectiveness. Finalization of the Strategic Plan offers another opportunity to identify and prioritize new and enhanced collaborative relationships. Continued deployment of the Culture of Accountability (CoA) will strengthen coordination among and between divisions and departments while ensuring that faculty and staff align their work with our Key Results.

<p>9P1. How do you create, prioritize, and build relationships with the educational organizations and other organizations from which you receive your students?</p>

Mid-State Technical College (MSTC) builds and maintains collaborative relationships which support achievement of our Mission, Vision, and Key Results. In addition, relationships are fostered with organizations that contribute to development of a strong workforce within the MSTC District. Of high priority are relationships with educational entities and other organizations that supply students to the college. Among these partners are public and private PK-12 districts, other postsecondary colleges and universities, business and industry, and organizations that provide government-sponsored training programs.

MSTC's high school career coach, with the assistance of new student specialists, works to create and enhance effective relationships with area high schools. The career coach plays a critical role in serving as a liaison between district high schools and MSTC employees. Ongoing communication is essential to supporting high school students who enroll in course offerings while still in high school or immediately following their high school experience. The career coach builds relationships with schools by providing ongoing communication, facilitating school-to-career options, and promoting MSTC. The work of the high school career coach in building relationships is supplemented by various activities facilitated by the Admissions team, including career exploration opportunities for students in grades eight and below.

Once thought of primarily as a destination for MSTC graduates, other postsecondary organizations now also serve as a source of students for the college. Relationships established to provide articulation and transfer opportunities for students continue to serve us well as we welcome more students than ever

before to the college with some type of previous postsecondary educational experience. Connections to these organizations, both public and private, are maintained at all levels of the organization. The president and the vice president of Academic Affairs (VPAA) maintain vital relationships with other colleges and universities to help ensure collaboration on high-level organizational decision making and planning. MSTC's membership in the North Central Wisconsin Higher Education Alliance provides opportunities for continued dialogue and relationship building. Members of each academic division's leadership also play an integral role in establishing and maintaining associations with educational partners by serving on committees, collaborating on curriculum, and leveraging resources.

Local business and industry partners represent another significant group from whom MSTC receives students. Employers support enhanced employee skill development required to perform in a current job or, in some instances, to assist in preparing for advancement within the organization. Employees may enroll in credit classes, pursue a degree, enroll in noncredit classes and seminars, or participate in classes and seminars provided on a contracted basis by their employer. MSTC's president continues to focus on strengthening communication with area employers. Onsite employer meetings, along with invitations for them to visit MSTC's campuses, help strengthen existing, and create new, partnerships.

Once a significant source of students, dislocated worker programs have accounted for a decreasing number of enrollments over the past three years. Regardless, relationships with workforce development boards remain a high priority for us, as they continue to play a significant role in the workforce and economic development activities of the region and state. The VPAA and Vice President of Student Affairs (VPSA), along with other members of their leadership teams, continue to serve on committees within the workforce development board's structure to ensure that MSTC is well positioned to assist in meeting the training needs of dislocated and incumbent workers and to participate in program development.

<p>9P2. How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations' requirements?</p>

MSTC first identifies target groups and then conducts a needs assessment to ensure thorough understanding of the requirements of each group. Through both formal and informal needs assessment processes, we gather key information to help prioritize the needs of different groups who depend on our students and graduates.

Employers, as the primary destination for our graduates, are a continual focus of the college. The relationships with employer representatives from business and industry are created and maintained at all levels of the organization. The Wisconsin Technical College System's (WTCS) new program approval process influences the building of employer relationships from beginning to end. Ad hoc committee development, a required step in the process, encourages us to seek out employers who are able to provide detailed information on the knowledge, skills, and abilities required for a particular occupation. The program development process, as outlined in 1P2, includes development of program and course outcomes that are linked to a specific job or set of jobs. This interaction sets the groundwork for ongoing relationships with employers who provide important development and improvement recommendations by sharing their expertise on the program advisory committee.

MSTC faculty and staff also actively participate in professional organizations at the local, state, and national levels. This encourages further interaction and development of relationships with employers who are members and participants in these industry groups. We also leverage grant opportunities, such as Workforce Advancement Training (WAT) dollars, to work closely with business and industry. These

projects provide opportunities for faculty and staff to understand the unique needs of employers while also assisting employers in accessing money to support training of incumbent workers. We also work closely with municipalities to provide mandated training in protective service occupations.

MSTC recognizes that, in addition to preparing students for the occupation of their choice, students enrolling at MSTC may immediately or, at some point in their life, determine that they wish to further their education. We prioritize the creation of relationships with other educational institutions based on those that have a clear path for our students to continue their learning journey, particularly those that offer occupation-specific opportunities. Recognizing the uniqueness of each of our learners, MSTC works to give students choices about which accredited two- and four-year institution might best serve their needs. Graduate survey results from 2012-13 indicate that 13% of graduates sought education from MSTC in order to prepare for transfer to another postsecondary educational entity. At the conclusion of the 2013-14 academic year, we had six transfer agreements in place allowing graduates of any associate degree to move toward a bachelor's degree. An additional 19 program-specific articulations, offering 40 pathways, represent more than a 50% increase since 2010. For over 25 years, MSTC has partnered with Lakeland College to bring four-year degree options to central Wisconsin. Lakeland maintains an office at MSTC's Wisconsin Rapids Campus and provides the only face-to-face, baccalaureate-level education in Wisconsin Rapids. Membership in the North Central Wisconsin Higher Education Alliance helps strengthen relationships with other postsecondary institutions in our geographic region.

Development of close working relationships with the other 15 WTCS colleges also represents a priority for MSTC. In order to ensure transferability within the WTCS, statewide curriculum projects have aligned program outcomes, curriculum, course competencies, and summative program assessments (Technical Skills Attainment-TSA). This process ensures seamless transfer among WTCS colleges and provides an efficiency of scale as we work to meet the evolving requirements of the Department of Education, state and federal funding entities, and individual program accrediting bodies.

9P3. How do you create, prioritize, and build relationships with the organizations that provide services to your students?

MSTC prioritizes the creation and ongoing development of external partnerships by focusing on organizations that provide services determined to be essential to student success. For example, financial emergencies directly impact student success. The MSTC Foundation and United Way partner organizations have resources and services to assist with this challenge. Other examples of targeted partnerships include social service agencies, health departments, community foundations, family resource centers, child care resource and referral agencies, literacy councils, job centers, Veterans Affairs offices, and other nonprofit agencies. Faculty and staff are encouraged to serve on boards and committees within these organizations as part of the relationship-building process. An example of the outcome of well-established relationships is the execution of two job fairs each year. This provides students and community members with the opportunity to connect with local employers and participate in resume writing, interviewing, and communication workshops. Staff and volunteers from these organizations are often invited to participate in relevant program advisory committees (e.g., health department participation on the Health and Wellness Promotion program advisory committee).

Another important group of service providers are employers who offer clinical, practicum, and supervised work experiences for students. The occupational program deans and associate deans are primarily responsible for fostering successful relationships with these industry partners. To develop these relationships, faculty and instructional supervisors actively participate in related professional, occupational, and community organizations, initiate meetings with organization leaders, and collaboratively work on projects with industry sectors (3P4).

9P4. How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

MSTC uses a decentralized process for the procurement of materials and services required for academic division and service department operations. This process is founded on the premise that individual departments and divisions are best able to determine their needs and specifications in the acquisition of goods and services. Therefore, the primary responsibility for creating and maintaining vendor relationships falls to the individual department or division. The Purchasing department collaborates with and assists all departments and academic divisions with market research, establishing critical specifications or deliverables, and soliciting proposals. Purchasing helps departments and divisions select vendors and comply with statutory- and agency-prescribed procurement requirements. Procurement of materials and services used collegewide or by multiple areas is coordinated through the Purchasing department to ensure clear communication with the vendor, to provide for efficiency, and to leverage pricing.

The need for establishing relationships with material and service suppliers is critical (9P6). These relationships create networks through which we become aware of new features, services, and technology available from vendors and service providers. Close connections with vendors ensures that their understanding of MSTC's needs are robust enough to tailor services to our ongoing and emerging requests. Current administrative bulletins and department guidelines related to purchasing are available to faculty and staff on The Source, which ensures that communication and interaction with vendors is accurate and complies with internal and external policies. Membership in the WTCS purchasing consortium also helps us build relationships with vendors and leverage purchasing resources.

9P5. How do you create, prioritize, and build relationships with the education associations, external agencies, consortia partners, and the general community with whom you interact?

Collaboration and partnerships serve as the foundation for building and maintaining community support, developing new programs, establishing consortia agreements, and increasing articulation and transfer opportunities. Relationships of high priority include those that:

- Positively impact student learning
- Help achieve the Mission, Vision, and Key Results of the college
- Help leverage resources and economic opportunities
- Positively promote MSTC within the district, region, or state

MSTC fosters partnerships with business, industry, and public service agencies in central Wisconsin and across the state that positively impact student learning. These partnerships provide clinical, practicum, internship, and other types of experiential learning opportunities for students. We also network with professional organizations that provide students with access to many of the benefits of professional membership. In the case of credentialed occupations, this connection to the professional organization may provide access to preparatory materials that aid students in successfully passing post-graduation exams. Associations with PK-12 and other postsecondary organizations help foster articulation and dual credit opportunities for students.

Organizations that hire MSTC students and graduates support us with in-kind gifts of equipment, donate to the MSTC Foundation, and participate on program advisory committees that help in the achievement of our Mission, Vision, and Key Results. These relationships also help positively influence our ability to support the educational endeavors of students both in and out of the classroom. Affiliations with external

credentialing agencies are also critical to ensuring that students meet employer expectations related to entry-level credentials.

To help leverage resources, MSTC partners with other WTCS colleges in a variety of ways. MSTC is one of three partners in a unique information management consortium known as WILM. MSTC participates in this consortium because it allows the colleges to combine the limited resources of three relatively small organizations into a larger array of services, providing efficiencies of scale. This collaboration's 15-year success is fostered by ongoing communication, clear planning and goal setting, and well-established protocols for decision making. It represents the last existing consortium of its kind within the WTCS. College leadership reviews the consortium agreement annually and has a structured set of performance measures used to determine effectiveness. During FY13, WILM ended the practice of outsourcing the operations of the data center. The WILM Board hired five individuals to provide these services. The WILM consortium saved over \$1 million during that year with this new process.

9P6. How do you ensure that your partnership relationships are meeting the varying needs of those involved?

The process to validate whether partnerships are meeting the needs of those involved varies depending on the type of collaboration. Each collaboration is unique; therefore, MSTC customizes its approach to the assessment of ongoing value.

Educational Organizations: College employees facilitate biannual meetings with PK-12 schools who participate in transcribed credit offerings. These meetings ensure that both MSTC and individual district needs are being met through the agreement. Annual meetings, hosted by MSTC, allow high school counselors and administrators the opportunity to connect and ensure that students are well prepared for their post-high school education. MSTC's president hosts annual partnership events with PK-12 superintendents and high school principals to gather feedback and ensure that we are providing appropriate support for the School-to-Career work of the districts. At least annually, representatives from the WTCS colleges engage in statewide occupational program meetings to review program and course outcomes, share feedback from individual district employers, review summative program assessments if applicable, and update external accrediting standards as needed. Annually, articulation agreements with postsecondary educational entities are reviewed for currency and changes are proposed as required to ensure that students and partner organizations continue to be well served by the agreements. For articulation within and between WTCS, two-year University of Wisconsin (UW) colleges, and four-year UW institutions, the Transfer Information System helps assess the success of collaborations by documenting the number of credits accepted in transfer. MSTC regularly reviews this data and uses it to update articulation agreements.

Employers: College employees seek input and analyze results through several qualitative and quantitative assessments aimed at ensuring that partner employer needs are met. Direct, qualitative input from academic program advisory committees that meet biannually provide real-time feedback on current trends, issues, and hiring patterns. More than 350 members represent approximately 225 unique employers on academic program advisory committees. Employer Follow-up Surveys, administered every four years to organizations that have hired a recent MSTC graduate, provide quantitative evidence of whether the technical and soft skills of the graduate meet the needs of the employer. Program accreditation in many areas requires annual administration and reporting of employer satisfaction survey results. To gather more specific feedback on apprenticeship, service, and health occupation programs, employers who host training participate in clinical site evaluations. MSTC solicited employer feedback through the strategic planning process to ensure stakeholder needs were accurately and fully considered in creation of the plan.

Suppliers: An MSTC employee working with a vendor takes responsibility for identifying and monitoring measures of success for the relationship, including cost and quality of products and services. WTCS purchasing consortium agreements help provide valuable data for analyzing costs relative to other vendors in the market. The decentralized process also requires individual departments and divisions to monitor the ongoing quality of the vendor relationship and manage associated risks. Employees address concerns that arise on the part of the college or the vendor and utilize a supervisor if an issue escalates. Ongoing failure of a vendor to meet our needs is documented and referred to the Director of Facilities and Procurement. Likewise, vendor requirements that we are unable to meet or that are beyond the scope of an employee's expertise are referred to the Director of Facilities and Procurement.

Associations, Agencies and Partners: The same factors used in determining the priority and creation of collaborative working relationships are also used in evaluating whether affiliations with associations, agencies, and partners continue to be mutually beneficial. The partnership's ability to positively impact student learning, assist in achievement of Key Results, and maximize resources while positively promoting MSTC are evaluated at the appropriate level depending on the relationship. Deans and associate deans working directly with employers who offer clinical, internship, and practicum experiences utilize feedback from students about their experiences as well as feedback from the clinical sites to determine ongoing use of a given facility or agency. Likewise, ongoing affiliation with accrediting bodies is subject to their ability to continue offering students professional resources and access to required or preferred credentialing. As mentioned in 9P5, MSTC's participation in the WILM consortium is evaluated annually and reviewed by college leadership to ensure ongoing effectiveness.

9P7. How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

A strong infrastructure that encourages and supports internal relationship building is essential to the achievement of our Key Results, particularly Organizational Effectiveness and Employee Engagement. Furthermore, MSTC recognizes that organizational structure and culture significantly influence an institution's ability to ensure integration and communication within and between departments and divisions.

MSTC's organizational structure is designed to eliminate traditional silos that exist in different campus locations, academic divisions, and service departments. For example, some managers with responsibilities in both Academic Affairs and Student Affairs strengthen communication and relationship building between units through their dual functions. Campus deans are responsible for campus operations (Student Affairs) and academic programs (Academic Affairs). This dual assignment naturally creates a greater awareness of, and appreciation for, the integration of Academic Affairs and Student Affairs processes crucial to quality learning experiences.

Collaboration is also built into the organizational structure through cross-functional committee membership. By design, committees have members from Academic Affairs and Student Affairs, along with other functional areas as appropriate. Often, committees are comprised of team members from all employee groups to help provide varying viewpoints and ensure that decisions and action items are integrated into the organization. The recent creation of the Educational Leadership Team (ELT) (Appendix C) will further strengthen cross-functional planning and decision making. The College Strategic Plan Coordinating Committee (CSPCC) created to support the strategic planning process, offers another example of a cross-functional team that ensures integration and communication within and among departments and divisions.

Employee Core Values are another element that significantly impact MSTC’s model of building relationships and ensuring communication. In 2002, MSTC employees identified six Core Values to guide employee behaviors. Core Values are prominently displayed in all campus locations, along with our Mission and Vision statements. They are included in job position descriptions and postings, introduced during new employee orientation, and are incorporated into annual performance appraisals.

Most recently, MSTC has identified Cultural Shifts (Table 4-O). In addition to helping us achieve our Key Results, these Cultural Shifts serve to transform the culture and provide another avenue for ensuring that positive relationships, communication, and integration exist throughout the college. The Cultural Shifts clearly define the behaviors that are encouraged and expected from employees of the college (e.g., “Build Trust: I earn trust through my actions and open communication”). In addition, Core Values of Respect and Exceptional Service foster integration and collaboration across departments and divisions.

9R1. What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

MSTC collects and analyzes the following internal and external data related to collaborative relationships:

Educational Organizations:

- Career events
- Transcribed credit trends
- Postsecondary articulations

Other Partnerships:

- Dislocated worker enrollment
- MSTC Foundation scholarships
- WAT grants

Employers/Business and Industry:

- Employer Follow-Up Survey (Table 3R4a)
- Contract services revenue
- Clinical site evaluations
- Clinical site affiliations

Internal Stakeholders:

- Cultural assessment (Table 4R2a)
- Employee Satisfaction Survey (Appendix B)

9R2. What are your performance results in building your key collaborative relationships, external and internal?

Educational Organizations: Participation at PK-12 events continues to be a key measure of our ability to establish and maintain relationships with PK-12 organizations within our district. In addition, the number of schools and events involved in ongoing offerings is also evaluated annually (Table 9R2a).

Table 9R2a – Career Events

K12 Events	# of Students			# of Events/Schools		
Fiscal Year	2012	2013	2014	2012	2013	2014
Classroom Presentations	2832	1106	1315	47	29	12
High School Visits	300	92	163	19	16	19
Career Views	345	400	723	3	2	3
Wisconsin Education Fair	72	48	95	3	2	2
Off Campus Events	570	330	439	6	2	6
Campus Visits	335	110	53	7	5	4
Discover Days	631	968	1030	13	11	11
College Camp	278	197	194	1	1	1
Parent Presentations	<i>Not Tracked</i>	<i>Not Tracked</i>	175	1	3	2
MSTC Preview Nights	117	79	58	4	3	3

Dual credit offerings, a legislative priority in the state, are tracked to better understand the depth and breadth of relationships with PK-12 districts. Transcribed credit trends (Table 9R2b) also assist us in identifying target recruitment groups.

Table 9R2b – Transcribed Credit Trends

Academic Year	# of TC contracts	# of schools	# of MSTC classes	# of unduplicated students	# of credits earned	Tuition (\$) Saved
2007-08	1	1	1	8	24	>\$ 3,000
2008-09	3	2	2	33	105	>\$ 13,125
2009-10	10	8	5	140	416	>\$ 52,000
2010-11	18	10	7	262	686	>\$ 85,750
2011-12	31	9	12	349	1,049	>\$ 131,125
2012-13	39	7	13	684	2,117	>\$ 264,625
2013-14	67	11	17	814	2,928	>\$ 401,420

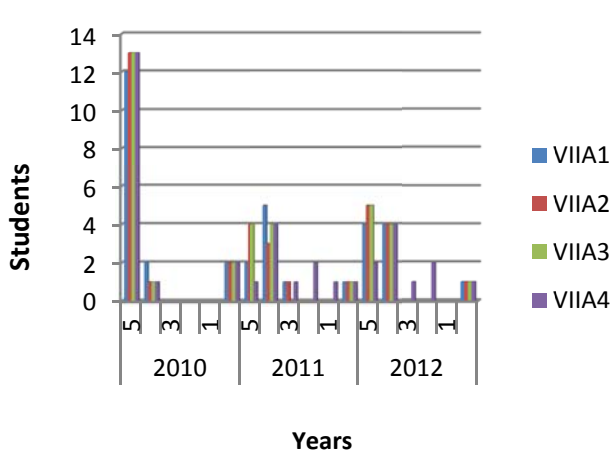
Employers/Business and Industry: As described in Category 2, we continue to support workforce and economic development through direct services to business and industry. Contract for services may be provided in the form of customized instruction or technical assistance. Recipients of this training include: educational institutions, Wisconsin local and state governmental agencies, and business and industry. MSTC evaluates contract revenue (Table 9R2c) annually to identify trends.

Table 9R2c – Contract Services Revenue

	2010		2011		2012		2013	
	Number of Contracts	Revenue	Number of Contracts	Revenue	Number of Contracts	Revenue	Number of Contracts	Revenue
Customized Instruction	50	\$326,210	54	\$453,088	70	\$393,637	82	\$551,151
Technical Assistance	8	\$246,787	11	\$282,495	9	\$141,020	7	\$238,767
Total Contracts	58	\$572,997	65	\$735,583	79	\$534,657	89	\$789,918

Organizations throughout the district provide clinical, internship, practicum, and related on-the-job learning opportunities for students. We evaluate those relationships at the program level using a variety of assessment tools. Table 9R2d provides an example of a program-specific evaluation tool used in assessing collaborative relationships.

Table 9R2d – Clinical Site Evaluations



Respiratory Therapy Clinical Site Evaluation

1. The clinical facilities offer an adequate number of procedures for the students to meet clinical objectives.
2. The clinical facilities offer an adequate variety of procedures for the students to meet clinical objectives.
3. The clinical facilities provide a variety of current equipment.
4. The clinical instructor to student ratio is adequate.

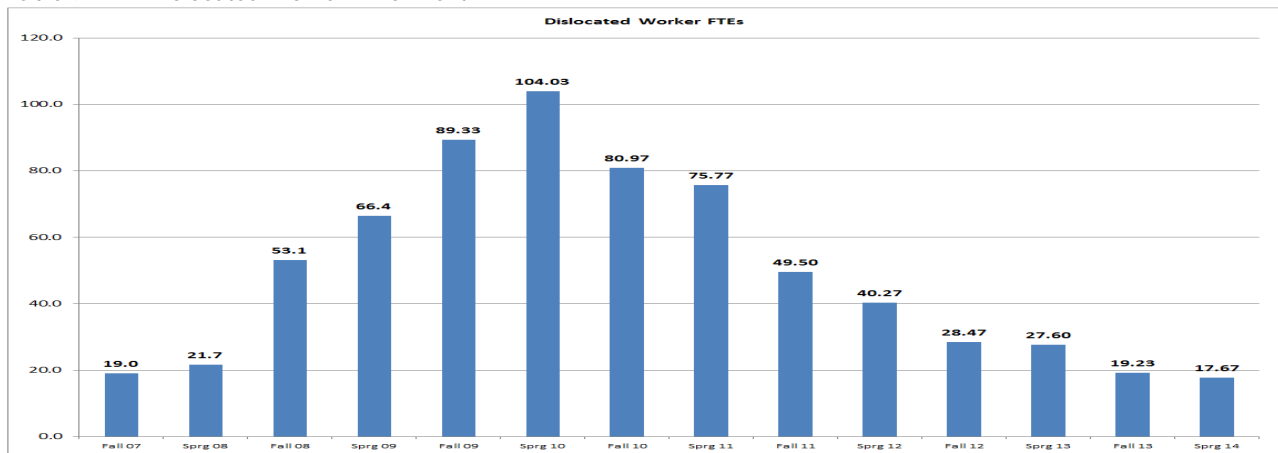
In addition to evaluating the quality of clinical site relationships, we track the number of available sites for student placement (Table 9R2e). This is necessary because of the growing competition for clinical experiences.

Table 9R2e – Clinical Site Affiliations

EMS and Health Occupation Clinical Affiliations				
Year	2010	2011	2012	2013
Number of Sites	120	137	143	149

Other Partnerships: Dislocated worker enrollments trends (Table 9R2f) are tracked to evaluate ongoing partnerships with organizations that actively engage in serving dislocated workers in the MSTC region.

Table 9R2f – Dislocated Worker Enrollment



Annual assessment of the number of students served and funds provided by the MSTC Foundation (Table 9R2g) helps us understand evolving financial needs of students as well as the ongoing viability of the collaborative relationship with the Foundation.

Table 9R2g – MSTC Foundation

*42 students received emergency grants as a result of a \$20,000 Dreamkeepers Grant

Academic Year	Funds Disbursed	Students Served
2009-10	\$180,830	300
2010-11	\$167,608	312
2011-12	\$194,735	309
2012-13*	\$200,917	303

WAT grants allow us to leverage state funds on behalf of business and industry within our district. To evaluate our ongoing productivity in establishing relationships and fulfilling contracted training, we track revenue secured through WAT grants (Table 9R2h).

Table 9R2h – WAT Grant Revenue (*in progress)

Workforce Advancement Training (WAT)				
2010	2011	2012	2013	2014*
\$ 83,791.00	\$ 113,180.00	\$ 149,222.00	\$ 74,327.00	\$ 119,000.00

9R3. How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Comparisons to other organizations in this category continue to present a challenge to the college. Comparisons to baccalaureate degree granting institutions are difficult, because many do not measure or disclose quantitative data in an easily-comparable format. Comparisons with WTCS colleges also present challenges because the size, geographic location, and economic composition of the workforce for each college is unique and therefore makes easily-comparable data difficult to identify.

The new performance-based funding model (<http://www.wtcsystem.edu/pbf/resources.htm>) will present new opportunities for MSTC to measure our performance with that of the other WTCS schools. In addition to measuring performance in areas such as graduate placement, high-demand occupation placement, adult basic education (ABE) success, dual enrollment, and special populations enrollment, colleges will be measured on collaboration with stakeholders.

Implementation of the Noel-Levitz Employee Satisfaction Survey in 2012 now offers MSTC an opportunity to compare data with other AQIP institutions. Benchmarking of performance in this area will continue to be tracked in order to enhance our ability to provide trend data for both internal improvement goals and external evaluation. MSTC noted an increase in performance between 2012 and 2014, which reflects the influence of the Cultural Shifts and focus on Key Results. Results compared with AQIP institutions indicate that MSTC outperforms others in indicators we have tied directly to measurement of our Employee Engagement Key Result (4R2b).

9I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

The development of our Recruitment Plan and its subsequent deployment represents a significant improvement in the design of processes that encourage Collaborative Relationship Building. Historically, we experienced strong enrollment growth with passive recruiting methods. Demographic changes within the district, paired with increased competition for students, demand the shifting of paradigms related to recruitment activities which began with development of the strategic Recruitment Plan.

Through collaboration with other postsecondary partners, MSTC has secured improved transfer agreements for students over the past five years. Typically, graduates wishing to pursue a baccalaureate degree transferred all coursework to the new institution, but found that they remained a sophomore by standing. UW institutions have recently recognized the need to evaluate a student's entire technical core as a whole rather than the parts (courses). Students now get credit for a professional core that allows them to enter institutions with junior standing.

Competition for clinical site placements has grown over recent years, and some acute care facilities that typically supported significant numbers of placements have reduced availability due to lower census rates. To ensure the quality and quantity of clinical sites for EMS and Health Occupation students, we continue to actively pursue new clinical affiliations. These collaborative relationships provide students with a greater breadth of experience and demonstrate the importance of creating and building connections with external partners.

Implementation of the Noel-Levitz Employee Satisfaction Survey (Appendix B) also represents a recent improvement in Building Collaborative Relationships. While we previously sought employee feedback in

a variety of ways, use of the satisfaction survey provides an opportunity to create trend data and compare performance with other AQIP institutions.

We recognize the need to improve the systemic nature of the processes used to collect performance results. The FY15 budget contains dedicated resources for a research position. The primary responsibility of this position will be data acquisition, analysis, and reporting to provide data to inform decisions that align with our Strategic Directions and Key Results.

<p>912. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?</p>

Recognizing that we were facing new challenges related to internal and external forces, it became apparent that a Cultural Shift was required to encourage new ways of operating. In addition, employee feedback indicated that team members lacked clarity on the priorities of the college. A collegewide effort to shift the culture began in 2013. In this improved culture, employees are encouraged to think and act in the manner necessary to achieve Key Results. Using culture management tools, employees actively engage in identifying and owning opportunities for improvement and determining and implementing solutions using informed empowerment. This culture is foundational to setting and attaining our Key Results and helping identify processes for improvement in all categories, including Building Collaborative Relationships.

In 2014, we embarked on a five-year comprehensive and integrated strategic planning process to help set a clear direction for MSTC. The discovery phase included a comprehensive environmental scan and assessment of internal and external stakeholders, including individuals and organizations that interact with us through collaborative relationships. Qualitative and quantitative research methods assisted us in identifying new stakeholders and opportunities for enhancing existing, and building new, collaborative relationships. This information will also help us better understand the needs of our partners and plan for the infrastructure and processes required to meet those needs.

Appendix A – 2013-15 Key Results and Dashboard

2013-15 KEY RESULTS







- **Student Success** – Achieving the individual’s educational goals.
 - Increase individual course completion of “C” or better by 3%.
 - Increase semester to semester retention of program students by 3%.

- **Organizational Effectiveness** – Improving organizational effectiveness and the quality of services to increase student enrollment, retention, and satisfaction.
 - Increase FTEs by 1%.
 - Reduce organizational cost per FTE by 3%.

- **Employee Engagement** – Devoting hearts and minds in ways that lead to extraordinary organizational results.
 - Improve employee engagement by 6%.

KEY RESULTS DASHBOARD

Key Results

	Progress	FY13	Current	Target	Last Update	Next Update
Student Success - Increase individual course completion of "C" or better by 3%.		76%	77.5%	79%	Feb-2014	Jul-2014
Student Success - Increase semester to semester retention of program students by 3%. (Fall to Spring)		70.6%	72.5%	73.6%	Feb-2014	Feb-2015
Student Success - Increase semester to semester retention of program students by 3%. (Fall to Fall)		51.2%	-	54.2%	-	Oct-2014
Organizational Effectiveness - Increase FTEs by 1%.		2,122	2,070*	2,144	Apr-2014	Jul-2014
Organizational Effectiveness - Reduce organizational cost per FTE by 3%.		\$13,939	\$14,379**	\$13,520	Apr-2014	Jul-2014
Employee Engagement - Improve employee engagement by 6%.		3.78	4.08	4.00	Feb-2014	Oct-2014

*Annualized. A decrease of 3% in FTEs was expected and budgeted for FY14. Our collective efforts have positively impacted the FY14 projected decrease.

** Increase in cost/FTE is attributed to declining FTEs and was expected based on projected FTEs. Positive enrollment growth, course completion, and retention in FY15 will enable the College to move toward our key result.

Appendix B – Employee Satisfaction Survey Results

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Mid-State Technical College - Spring 2012 Respondents
Campus Culture and Policies (section 1)

	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus. IMPORTANCE (1 = "Not important at all" / 5 = "Very important") SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")							
This institution promotes excellent employee-student relationships	4.64	0.64	159	3.84	0.83	159	0.80
This institution treats students as its top priority	4.67	0.64	159	3.64	0.92	159	1.03
This institution does a good job of meeting the needs of students	4.65	0.52	159	3.62	0.83	159	1.03
The mission, purpose, and values of this institution are well understood by most employees	4.35	0.72	159	3.69	0.94	157	0.66
Most employees are generally supportive of the mission, purpose, and values of this institution	4.36	0.66	159	3.72	0.90	158	0.64
The goals and objectives of this institution are consistent with its mission and values	4.40	0.66	158	3.65	0.96	158	0.75
This institution involves its employees in planning for the future	4.35	0.70	159	2.81	1.13	159	1.53
This institution plans carefully	4.53	0.66	159	3.38	1.01	159	1.16
The leadership of this institution has a clear sense of purpose	4.61	0.55	158	3.59	1.02	158	1.03
This institution does a good job of meeting the needs of employees	4.46	0.60	158	3.37	1.03	158	1.09
This institution makes sufficient budgetary resources available to achieve important objectives	4.39	0.67	159	3.42	0.97	158	0.97
This institution makes sufficient staff resources available to achieve important objectives	4.47	0.66	158	3.26	1.03	159	1.20
There are effective lines of communication between departments	4.43	0.63	156	2.84	0.95	156	1.59
Administrators share information regularly with employees	4.47	0.55	156	3.20	0.97	153	1.28
There is good communication between employees and administrators at this institution	4.50	0.53	158	3.05	1.00	158	1.45
Employees take pride in their work	4.72	0.54	155	4.06	0.78	155	0.66
There is a spirit of teamwork and cooperation at this institution	4.54	0.59	155	3.27	1.09	155	1.27
The reputation of this institution continues to improve	4.56	0.63	154	3.55	0.96	155	1.01
This institution is well-respected in the community	4.65	0.58	155	3.77	0.85	155	0.87
Efforts to improve quality are paying off at this institution	4.44	0.62	153	3.36	1.03	154	1.09
Employee suggestions are used to improve our institution	4.24	0.68	155	2.94	1.05	155	1.30
This institution consistently follows clear processes for orienting and training new employees	4.30	0.69	155	3.51	1.08	155	0.79
This institution consistently follows clear processes for recognizing employee achievements	4.12	0.76	155	2.71	1.09	155	1.41
This institution has written procedures that clearly define who is responsible for each operation and service	4.10	0.77	154	3.19	0.93	155	0.92
This institution takes pride in its grounds and facilities	4.16	0.70	153	4.23	0.75	155	-0.08
This institution and its employees treat confidential information with care and respect	4.67	0.56	153	4.11	0.84	154	0.56
Student classroom evaluations are considered important at this institution.	4.03	0.84	155	3.38	0.91	155	0.65
This institution provides opportunities for social interaction among its employees	3.36	1.01	155	3.12	1.02	155	0.24
This college has a commitment to diversity	3.87	0.96	154	3.86	0.88	154	0.01

Note: Section one is a selected excerpt from the larger Noel Levitz Employee Satisfaction Survey Results

Appendix C – MSTC Education Leadership Team

Education Leadership Team (ELT)

Mission/Purpose: To provide dynamic leadership for student success

MEMBERS	
Mandy Lang, Co-Chair	Vice President of Student Affairs
Connie Willfahrt, Co-Chair	Vice President of Academic Affairs
Rick Anderson	Associate Dean, Service & Health Division
Aamer Chaudhri	Director, Enrollment Management
Deb Clarke	Associate Dean, Service & Health Division
Brenda Dillenburg	Campus Dean, Marshfield
Jo-Ellen Fairbanks-Schutz	Associate Dean, Basic Education
Patty Fairchild	Director, Learning Innovation & Information Systems
John Higgs	Dean, General Education & Business Division
Barb Jascor	Associate Dean, Service & Health Division
Al Javoroski	Dean, Technical & Industrial Division
Gary Kilgas	Associate Dean, Technical & Industrial Division
Janet Newman	Dean, Service & Health Division
Clark Pagel	Associate Dean, Service & Health Division
Nancy Schaperkotter	Director, Student Support
Beth Smith	Associate Dean, Service & Health Division & General Education
Steve Smith	Campus Dean, Stevens Point
Sean Stilson	Associate Dean, Business Division
Ron Zillmer	Associate Dean, Technical & Industrial Division

Appendix D – MSTC Mission and Vision

MISSION

Mid-State Technical College
transforms lives through the power
of teaching and learning.

VISION

Mid-State Technical College
is the educational provider of
first choice for its communities.

Appendix E – Systems Thinking Maturity Levels



**SPRING 2014 AQIP PORTFOLIO
SYSTEMS THINKING MATURITY LEVELS**

	REACTIVE	SYSTEMATIC	ALIGNED	INTEGRATED
INSTITUTIONAL OVERVIEW				
CATEGORY 1				
CATEGORY 2				
CATEGORY 3				
CATEGORY 4				
CATEGORY 5				
CATEGORY 6				
CATEGORY 7				
CATEGORY 8				
CATEGORY 9				



Current Maturity Level (2013-14)



Planned Maturity Level (by 2017-18)

Reactive: The institution views work as isolated tasks and activities rather than processes. Operations primarily respond to immediate needs or problems and don't concentrate much on anticipating future requirements, capacities, or changes. Goals are implicit, poorly defined, or disputed. There are lots of informal, varying procedures and processes. "Putting out fires" gets more attention than preventing them.

Systematic: The institution increasingly does its work by repeatable processes with clear, explicit goals. It designs "proactive" processes that prevent (rather than discover) problems. Processes that don't work effectively are evaluated and improved. It promotes closer coordination among institutional units, deploying effective processes across the institution and eroding the walls separating institutional "silos".

Aligned: The institution groups operations into processes that are stable, consciously managed, and regularly evaluated for improvement. It strives to make sure that what it learns is shared among institutional units. Coordination among units, divisions, and departments is a major emphasis. Its processes address the institution's key goals and strategies. People see "the big picture" and relate what they do to institutional goals and strategies.

Integrated: Work is accomplished through stable, well-designed processes. Processes are managed by responsible individuals or groups. Key processes are regularly monitored and improved in collaboration with other affected units. Efficiencies across units are sought and achieved through analysis, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

Appendix F – Approval Process for Technology Purchases



Appendix G – MSTC District

